

Headmaster's Diary

Our hero returns to explain why the in-service day ended with a whimper and not the expected bang

What with the hurry and hurry of starting off my first school year as head of Candelwick Comprehensive, I fear I've become rather dilatory about keeping up this little record of events. Not that the beginning of term was without its problems: Nicks, the caretaker, had gone on holiday to Acapulco and was stranded there by a baggage handlers' strike. It was only after a series of telegrams to the Hotel del Casino that we were able to find the keys round the back of the boiler house and open up this school. This was all very tiresome, and only served to remind me that it had rained non-stop during our curvian fortnight in Bognor Regis.

I couldn't help noticing, too, that the temporary cleaners got a much better shine on the office floor than Nicks ever has. Alas, this had unexpected consequences: Mrs Snode, my secretary, turned up in her usual light-heeled shoes, and promptly tumbled over as she came in with the post. She had a week off with a bruised kneecap, and so none of my special memoranda to staff about arrangements for the start of term appeared on time. Curiously enough, however, everything went off remarkably smoothly.

The main event of the term so far has been our in-service day. I suggested this would boost staff morale in these difficult times, and both Arnold Bogwin and

Sybil Fordyce, the two deputy heads, agreed. We would also be stealing a march on Smithson the head of Boglethorpe Comprehensive—the school down the road—and perhaps make a good impression on Cosmo Blend, the new AEO for secondary education in county hall.

I felt well equipped for the exercise, since I had had plenty of time in Bognor to study all these HMI documents. At times it had been difficult to concentrate, what with Vicky (our seven-year-old daughter) practising her oboe solos, and Roma complaining that the HMI volumes got in the way of her flower-arranging equipment. I had forgotten how small a curvion can be. Rome insisted on storing my books under the cooker, so that when I came to copy key extracts for circulation to staff, I found they were indelibly stained with instant chicken bryani flavoured. I had to borrow fresh copies from Cosmo Blend, taking pains to indicate that I had, of course, already read them. I was delighted that he found my explanation so amusing.

The in-service committee had some difficulty agreeing a theme, since Cecil Stonejaw, the head of history, argued that the conference was irrelevant during the education cuts, and the day should instead be spent carrying banners to county hall. But he was outvoted, and my suggestion of "Life Skills for the Future"

was adopted, with special reference to our new fourth year "design for living" course. Cedric Moth, the head of music—who has just finished an Open University sociology course—kindly offered to open with a lecture on "Political education through music: Wagner, Hitler and the common core". And Flono Bromley-Baskett, our assertive but enterprising home economics specialist, agreed to combine lunch with a CSE project in "Food for survival", thus greatly reducing the cost of the refreshments.

Came the day, however, and things began to go wrong. Some of the third-year newsletters must have gone astray, since several pupils turned up at the school by mistake and then meant much telephoning by Arnold and Sybil. Some parents were quite rude, saying they paid good money on the rates to get rid of their children. A separate class had to be set up and this took time. Then, when we finally began, Cecil Moth played the march from Lohengrin so loudly on the stereo that Nicks's Doberman Pinscher howled outside the window and tried to eat the curtains. After coffee, which restored our battered nerves, we were just watching some health education slides in the blacked-out staff room when there was a tremendous noise of police sirens. Before we could get the lights on, a posse of six carloads of constables burst in, shouting,

"Everyone out! Bomb scare!" Evidently some mischief-maker had reported a bomb in the school, and so our deliberations were interrupted yet again.

As it happened, we were just watching a new film strip on human reproduction so the officers arrived, and I was rather annoyed when one of them said to me, with a wink, "Just taking in the old blue movies, eh, Dr Smellcroft?" He seemed unwilling to accept my perfectly proper explanation, but at this point we had to leap on to a table as Nicks's dogs rushed into the room, displaying their great fangs. By now it was nearly noon, and Arnold Bogwin shouted through the door, "We're all off to the King's Arms for a workshop session in staff development." I said, "What about the survival lunch?" but it was too late. I was just getting into my car to join the others when Cosmo Blend drove up, to see how the in-service day was going. With some embarrassment I had to explain it had already gone.

When I got to the saloon bar I was surprised to find Cecil Stonejaw holding court, smiling broadly and asking if the bomb had been found yet. Everyone seemed to be buying him drinks. The only satisfaction of the whole affair was that Nicks's dogs had devoured our survival lunch when we left, and spent the next 24 hours in a deep coma after being violently sick. I was able to remind Nicks that, as they had been more controllable, and not infringed the health and safety at work act—one of his favourite texts—they would now be their usual disgruntled selves. It was a moment of treasure.

Next week: the staff party

Next week

Sermons in stanzas: Colin Martin on the urban architectural environment. Oliver Gillie surveys recent good health guides. Martin on Wilfred Mellers's study of Bach. Our chief being mental, Jonathan Pollock's concluding part of our health series, the photos at Education Present and Future, strike into the heart of a twentysix-year-old Scrooge.



Cecil Stonejaw

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Vietnamese Boat Children were guests at the International School of London's Winter Festival.

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Teachers may be offered less than 6%

The initial pay offer to teachers next year could be below the Government's 6 per cent pay limit. A low offer would reflect the anger the employers feel at the lack of progress that has been made in the conditions of service reports.

Lack of progress on conditions talks

Local authorities are set to offer less than the Government's 6 per cent pay limit for next year's pay rise. This is one side-effect of the lack of progress in talks on conditions of service. The Association of County Councils education committee, said this week that the employers had not yet finally decided what to offer the teachers. But he added that there was disappointment among the employers over the lack of progress in the talks on conditions of service, and added: "There would still be nothing to stop the Burnham representatives making an offer reflecting the disappointment." The employers have been encouraged by the 7.5 per cent increase recommended to the manual workers by their union leaders. There had been fears within the local authorities that the manual workers might ask for considerably more. At last week's meeting with Mr Carlisle, the Association of County Councils pressed for a change to be made in the procedure whereby teachers can unilaterally choose to go to arbitration when talks have broken down. The ACC feel that teachers should be treated the same as other negotiating groups, who do not have this right, and both sides should have to agree before a dispute goes to arbitration. However, the Association of Metropolitan Authorities wanted the present system to remain. The ACC are also unhappy that the Government representatives at Burnham mean that the shire counties can be outvoted if AMA and DES representatives vote together. The ACC are anxious to end the government's influence on Burnham which they believe should be a negotiating body for the local authorities and teachers alone.

No compulsory guidelines on staffing

by Biddy Passmore

The Government has no intention of setting compulsory national staffing guidelines for schools despite a report by the Chief Inspector of Audit complaining about "quite remarkable differences" in pupil-teacher ratios between authorities. Instead, officials of the Department of Education are drawing up a staffing model for secondary schools for local education authorities to use if they find it helpful. The model, which is expected to be published next year, will give details of the way a secondary school of typical size might be staffed, taking into account Government policy on teacher supply and such factors as the size of the sixth form and subjects offered. In his latest report, the Chief Inspector of Audit painted out wide disparities in school staffing levels. He found that a primary school population of 7,000 children to 35 schools might have anything between 241 and 348 teachers, while a secondary school population of 6,000 children in 12 schools might have from 330 to 394 teachers. "I certainly have no wish to fetter local discretion," he wrote. "However, I think that there is a case for guidance on the basic staffing allowances. I understand that the Department of Education and Science have a secondary staffing model in preparation. This approach, but covering primary education also, should be helpful to local education authorities." His suggestion, which was passed to the local authority associations and individual I.E.S.s for comment, could mean that local government funding might be further eroded. Mr Allan Lewson, chairman of the Council of Local Education Authorities, said this week: "The sheer practicality of the thing make it quite nonsensical."

Government 'tramples' on women's rights

The rights of women at work are being trampled over by the Government, claims a college lecturers' union. And it has called on the TUC to do something about it. The union wants the TUC to produce a charter—in the agreed with any future Labour government—to make major changes to the Equal Pay and Sex Discrimination Acts. With the aim of giving genuine equality between the sexes at work, the charter should include revision of the tax and national insurance systems, it says.

The call for a new Charter for Women, based on the TUC's Aims for Working Women policy, comes from the National Association of Teachers in Further and Higher Education. The union has tabled a motion on these lines, to be debated at the Women's TUC in March next year.

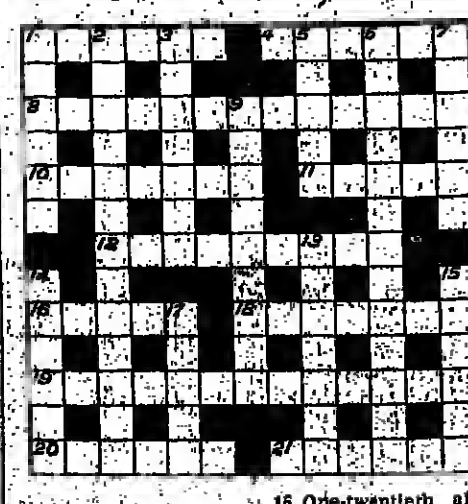
Light sparks don't shine industry ...

One pupil who good for the good of the industry. One of the complaints in the industry is that teachers are not intelligent enough to do the job. In contempt of the industry, the teachers are not intelligent enough to do the job.



One pupil who good for the good of the industry. One of the complaints in the industry is that teachers are not intelligent enough to do the job. In contempt of the industry, the teachers are not intelligent enough to do the job.

Crossword No 1,217



Across

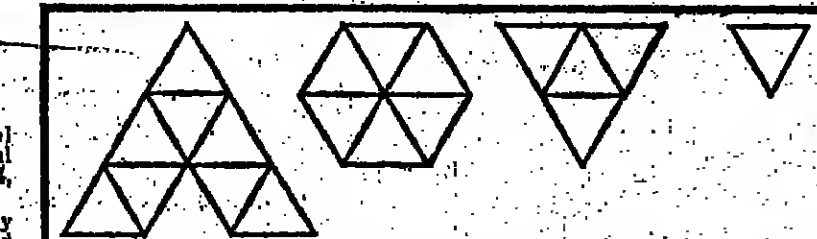
- What to do with what you take in the kitchen (6).
- Get into hot water and stayed there (6).
- Are his pupils all at sea? (6, 7).
- Top politician (7).
- Liberal metal (5).
- Scottish guy (9).

Down

- Again, portrays the life of the lord (6).

Maths teaser

The diagram shows an equilateral triangle and two symmetrical shapes made by joining together 4, 6 and 8 equilateral triangles.

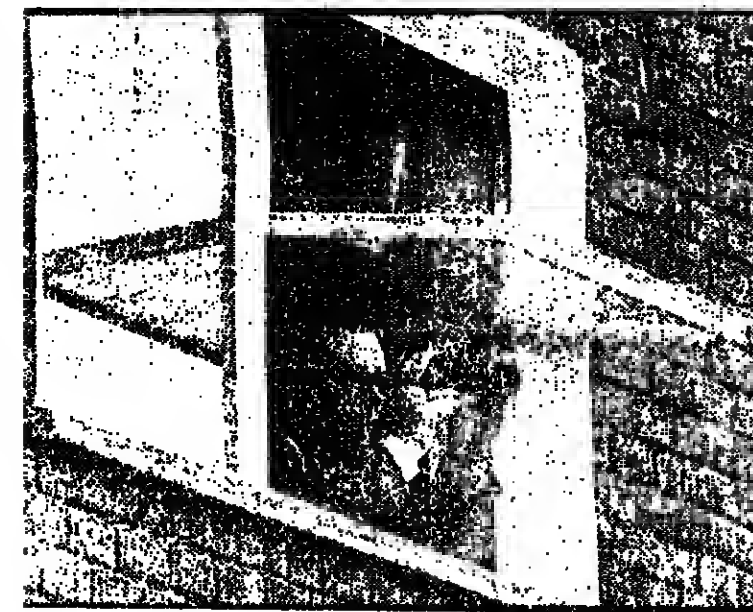


(a) How many lines of symmetry has each of these two shapes, and what are their names?
(b) Can you make more symmetrical shapes with 2, 3, 4, 5, 6, 7, 8, 9 or 12 equilateral triangles? State their names or give a description of each shape and their number of lines of symmetry.
2. The magic number 142857. The number 142857 is a multiple of 3 since 1 + 4 + 2 + 8 + 5 + 7 = 27, and 27 is a multiple of 3. It is also a multiple of 9, since 1 + 4 + 2 + 8 + 5 + 7 = 27, and 27 is a multiple of 9. It is also a multiple of 11, since 1 - 4 + 2 - 8 + 5 - 7 = -11, and -11 is a multiple of 11. It is also a multiple of 13, since 142857 x 13 = 1857141, and 1857141 is a multiple of 13. It is also a multiple of 37, since 142857 x 37 = 5285709, and 5285709 is a multiple of 37. It is also a multiple of 26, since 142857 x 26 = 3714282, and 3714282 is a multiple of 26. It is also a multiple of 476, since 142857 x 476 = 67999932, and 67999932 is a multiple of 476. It is also a multiple of 52, since 142857 x 52 = 7428564, and 7428564 is a multiple of 52. It is also a multiple of 76, since 142857 x 76 = 10857132, and 10857132 is a multiple of 76. It is also a multiple of 102, since 142857 x 102 = 14571414, and 14571414 is a multiple of 102. 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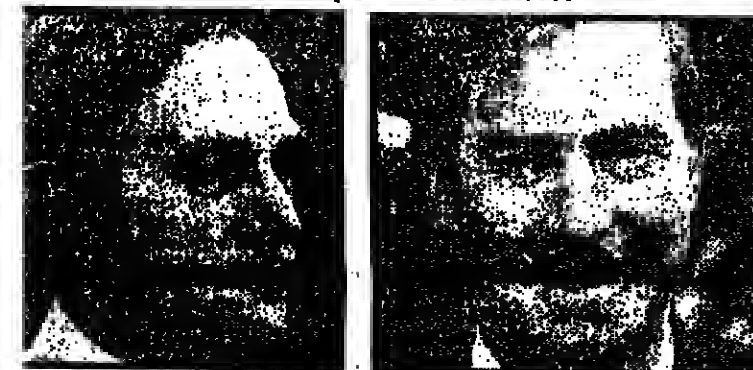
Quiz of the Year

ired of testing? Peeved by personality profiles? Mortified by mock A levels? hen have a crack at Bob Doe's end-of-term self assessment paper

This headteacher used his binoculars to spot truants. Now he looking for members. Who is he?



These two men took over top schools in 1980. . .

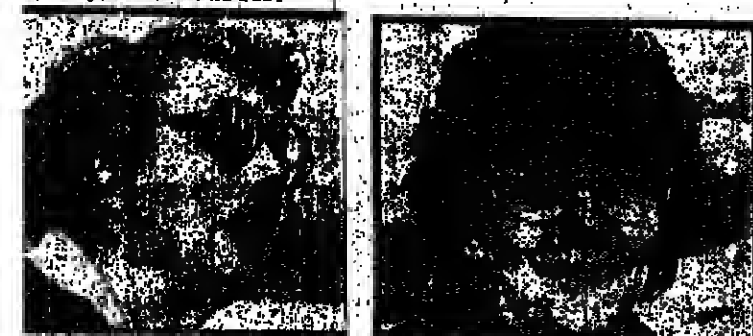


this man would like to.



to are they?

Elleen Crosbie and Mary Warnock. Which is which, and what do they in the news for?



1. Creatures from outer space called in to help out with school dinners caused a furore in one county. Which?

2. Where did the premier earl defeat a less aged Minister sentencing her to transportation?

3. (a) The peak of unemployed school leavers in 1980 was: 56,000 100,000 180,000 280,000? (b) It was an increase over 1979 of: 28 per cent, 38 per cent, 48 per cent, 58 per cent.

4. (a) The average teacher's pay packet increased by how much in the past 18 months? 13.5% 15% 35% 56% (b) The Clegg award gave a bigger percentage increase than the Houghton award in 1974. True or false? (c) The minimum annual salary of a teacher on scale 1 is: £3,972 £4,329 £4,974 £5,547 (d) The maximum for a head-teacher is: £15,516 £16,470 £17,304 £18,249

5. (a) 40-0-8 What is the answer? How many 15 year olds got it right in the Assessment of Performance Unit tests? 35% 54% 74% 83% (b) A battling average in

G. According to calculations, this man will go down in educational history in 1981. What for?



F. Requiem for a dinner lady last July. Where and why?



cricket is found by dividing the number of runs scored by number of times out.

Fill in the following table.

Runs	Times Out	Runs scored	Average
100	10	1000	100
200	20	2000	100
300	30	3000	100
400	40	4000	100
500	50	5000	100

(c) How many 11-year-olds could not do this one? 25% 40% 50% 75%

6. Spot the report: Which Government reports did the following come from: (a) "Throughout the period of compulsory education not less than 10 per cent of school time should normally be devoted to mathematics." (b) "Too much time is given to arithmetic in primary schools. It is usual for about one fifth of the total timetable to be allotted to it." (c) "Most 11-year-olds can do mathematics involving the more fundamental concepts and skills." (d) "We are not advocating a new course, but rather a set of criteria which provision should satisfy and which should be nationally recognized." (e) "The Secretaries of State do not seek to determine in detail what schools should teach or how it should be taught."

7. Whose favourite tunes are *Crying*, *Copilot* and *Sydney* is *palpable*?

8. Who's Who? The letters under each give a clue:

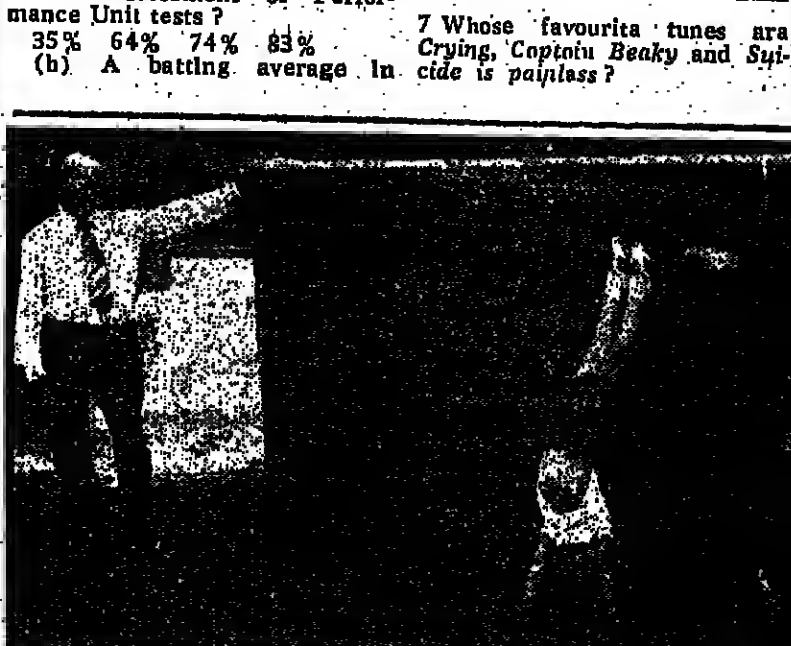
VC

BM

ABC

AMA

9. But what was this school well really put up for?



10. The following are all maximums for (a) 100% (b) 75% (c) 50% (d) 25% (e) 10% (f) 5% (g) 2% (h) 1% (i) 0.5% (j) 0.1% (k) 0.05% (l) 0.01% (m) 0.005% (n) 0.001% (o) 0.0005% (p) 0.0001% (q) 0.00005% (r) 0.00001% (s) 0.000005% (t) 0.000001% (u) 0.0000005% (v) 0.0000001% (w) 0.00000005% (x) 0.00000001% (y) 0.000000005% (z) 0.000000001%

NEWS

Sarah Bayliss reports on the stallholders who employ under-sixteens

Market for truants?

In the weeks before Christmas a handful of boys under 16 have been working illegally and almost full-time on a London street market. They already have a history of truancy from school and have even dropped out of an informal project for truants so they can take the chance of earning money on the market.

A local community worker has mixed feelings about the rights and wrongs of what is happening; he can keep an eye on the boys by visiting the market and perhaps they are keeping out of other trouble.

"Their job prospects are not very good anyway," said David Cullis, a community worker from the Holborn community centre in central London.

Nevertheless, according to the latest laid down by the Inner London Education Authority working on a street market is illegal for under 16s and most are working more than the legal maximum of 17 hours a week laid down under regulations from the Department of Health and Social Security.

It is said that the market-stall holders share a kitty for paying fines when the boys are caught red-handed by the police. The maximum fine for the first offence is £5 and £50 for any subsequent offence.

A report by the Low Pay Unit



published last week highlighted the extent of illegal employment among children under 16; among the legal reforms it suggested was the call for a substantial increase in fines on employers.

A survey of children aged 14 and 15 in four London secondary schools showed that in 46 out of 70 cases the "hatch patch" of legislation on hours and overtime trades, were being flouted.

Low rates of pay showed that most children were undercutting adult rates; in other parts of the country there was evidence that some children were the sole breadwinners in families with unemployed adults.

The report also revealed a hitherto unpublished figure from the DSS that about 750,000 children

under 16—about one-quarter to one-third of the age group—are in part-time jobs and would need to be registered under future legislation.

Miss Beryl Mithy, a divisional educational welfare officer of the ILA, this week welcomed the report and in particular its call for tighter legislation. The EWO's, who have sundry other tasks, are responsible for tracking down illegal child labour but have no rights to enter the premises of a factory or workshop when they suspect a case.

"I am more concerned about the children we can't get at in workshops and sweatshops. Our powers are extremely limited although we follow up every clue we get". She said her team of about 12 EWO's patrolled street markets and other areas three nights and three morn-

ings a week, until at weekends.

In another part of London The TSN came across a 14-year-old girl who worked in a pub cleaning and "boiling up" the shelves for 51 hours a week at about 90 pence an hour. Her job breached the law because she carried "heavy objects"—crates of beer and soft drinks—upstairs from the cellar to the pub. She also works more than the statutory two hours on a Sunday. She said the cash was for pocket money and clothes.

Her mother—a single parent with four other children at home—said she could not afford to give pocket money. "It's bad that her elder brother would get paid a lot more for the job but she does need the money", she said.

Personal column

Ted Wragg
Coming soon...

I was once invited to lecture at a conference by a friend who was not the world's best organizer. "Pruncheon" enclosed. It said to his wife: "It was out. I rang him up to find out what the conference was about and what my two themes were. He promised to write to me immediately. He never came."

I was despatched to ring him up two days before the conference. "Don't worry," he announced cheerfully. "The programme will be in the post to you. Always much more exciting when you get it."

On the morning of the conference, five minutes before I was due to set off on a 200 mile drive, this letter containing the programme arrived. The theme of the conference was "Education for the twenty-first century" and my own modest contribution had been entitled "The Day After Tomorrow". I had three hours to write the last page of the MS in which I predicted that by the year 2000, the only consolation about the end of the world would be that it would be a relief from the current state of affairs.

The sort of New Year predictions that I have written in late December newspapers in late December are that no one ever bothers to read them for a year to see how wrong they have been. Safe to say that I have written the following predictions for the year 2000, which I hope will be a relief from the current state of affairs.

By the year 2000, we shall see the publication of the much awaited "Pruncheon" for the year 2000. It will be a relief from the current state of affairs.

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The "Pruncheon" will be a relief from the current state of affairs.

"I am a teacher not a social worker" at least one member of an EBF conference will say, possibly during yet another conditions of service debate. The solution to the lunchtime supervision problem is easy. Turn all school canteens into Macdonald's fast food franchises, give teachers who want to earn extra a white cap and a share of the profits. It could mean holidays in the Riviera and retirement at 40.

The Burleigh committee will not be expanded to include any more unions this year, not even the powerful Teachers' Against Work-cards Union (400,000 strong at the last count and still growing).

A cabinet reshuffle later in the year will bring a new Secretary of State for Education. One will notice. Someone with a one or two syllable name is preferable, as it is easier to chant or write on posters "Blegge out" than "Farquhar-Ponsenby-Smythe".

As Education seems to have slipped to about number 30 in the league table, order of 100,000, the night will be given it.

Many schools will acquire mini-computers during the year, frequently the gifts of Parent-Teacher Associations or a special fund-raising drive. They will not be properly used. I suspect it will be the mid-eighties before there are either enough machines in schools to have sufficient variety of software for everyone to use or the multi-computers can be used right across the curriculum in almost every subject.

Schools will often try to give as many pupils as possible a taste of the machine, a computer appreci-

ation course, and a few minutes of "hands on" experience. So much communication in future will be through typewriter and computer keyboards that this in itself will be worthwhile. Many American schools already teach "key-stroke-ing", as it is called. The first time I saw it was a tinetube I thought it was some new fetish to replace glue-sniffing.

Finally, the autumn will see a record number of sixth-formers disappointed not to go to university place. The highest group of 18-year-olds for many years will be attempting, against fierce competition, to win one of a diminishing pool of university places, as higher education is forced to contract to protect its "unit resource" after the disappearance of the level funding promised last year. In the mid-seventies one child in seven went on to higher education. There has been a recent fall to one in eight, an act of national lunacy at a time when the pool of 18-year-olds is rising and good education should be central to our salvation.

Maternity leave 'could damage' a woman's career.

Women teachers were warned last week that legally-enforced maternity leave might not be such a good thing, either all. Walsall-based teacher Mrs Margaret Anderson thinks it could mean "jobs for the boys", literally, when it comes to promotion.

Under the Employment Protection Act, says Mrs Anderson—who resigned as head of history rather than take maternity leave—a teacher is entitled to 40 weeks off school to have a baby, 11 weeks before the birth and 29 weeks after. But this can seriously harm the career of women's education and employment, she says. In an article in 'Report', the magazine of the Assistant Masters and Mistresses Association.

Mrs Anderson fears that head teachers filling vacancies might appoint young men. "From whom they can expect professional loyalty for many years". At the same time, they would ignore young women teachers in case they take maternity leave within a few years.

Mrs Anderson, who taught for 12 years in a grammar school, is also worried about the effect on school pupils of legally-backed maternity leave for teachers.

Children no pushover for advertisers

by Bob Doe

The bombardment of children's advertising at this time of the year may have less effect than advertisers imagine. Research by the Advertising Standards Authority suggests that children are far from naive about the claims of cinema, radio and press adverts.

Interviews with 300 11 to 14-year-olds in 12 South of England schools revealed that some children at least are sceptical about the products described and quick to see through plays like the *Smurfs* where adults are sold to through their children.

It seems, however, that working class children are more vulnerable to advertisers' blandishments. Middle class children take "a more cynical and detached view" according to the authority's report drawn up by the MARPLAN market research organization.

The researchers clearly found children's reactions to various advertisements a bit of a puzzle. "Children respond to advertisements in an idiosyncratic way which cannot be predicted from adult expectations", their report says.

Reactions that surprised adult market researchers included the anxiety created by posters promoting fireworks showing fireworks in a pocket.

Some children were embarrassed by advertisements for contraceptives or tampons. But if they thought they were irrelevant they were far more likely to ignore them than be disturbed by them, the report adds.

Not an one poster from a security firm aimed at adults. Payroll robbers dressed in animal masks over a caption suggesting that it was "child's play" upset some young children. They thought it was directed at them and saw it as violent and frightening overtones.

A Law Society poster selling solicitor's services and showing a child being pulled apart by divorced parents upset and worried many young and teenage children, though they recognized it was aimed at adults. "It seems to strike at their basic family security", the report says.

There is good news for the Health Education Council in the report. Its Superman anti-smoking posters (725, December 19) due to spearhead an anti-smoking campaign for seven to 11-year-olds in the New Year are heartily endorsed. The report says they are well received, to the point and very effective.

Call for new training department

The Government has been urged to set up a new Department of Education and Training to give teenagers between 16 and 19 a better deal.

According to a joint document prepared by the National Association of Head Teachers, the Association of Principals of Colleges and the Association of Principals of Sixth Form Colleges, the new ministry is needed to unite the present inadequate and fragmented provision in the Department of Education and Science, the Department of Industry and the Department of Employment.

Sacking row holds up books

Work on a new series of publications for the Schools Council may be delayed as a result of a publisher's decision to sack its journalists after they refused to accept redundancies.

The Schools Council said: "We hope that the dispute with the publisher will be settled. We are in touch with Macdonald Educational regarding our interests."

Mr Peter Morrison, chairman and chief executive of Macdonald Educational and Thomas publishing, said: "I would be really keen to progress but I would say every intention to carry on with the work."

Originally, BPC asked for 10 redundancies as part of a second round of cuts in staffing this year. They have cut this figure to seven.

Macdonald Educational is publishing 10 series of books for school children, titled *Learning Through Science*, the first two of which are due to be published in the New Year.

The firm is part of the BPC Publishing Group, which has sacked 65 members of the National Union of Journalists for refusing to agree redundancies elsewhere in the company and holding mandatory union meetings in office time to discuss them.

The journalists have managed to

Response to strike offhand'

James Connell

BILBAO A nationwide strike of an estimated 100 secondary schoolteachers entered its fifth week without signs of an agreement. The strike was originally called by the Associations of Catedráticos 1 Agrégados, department heads 1 Asistentes, demanding a pay rise on the basis of the cost of living, a 15 per cent, and a rationalization of the gap between the two grades. The strike has been aggravated when the teachers consider to be a demand by the education authorities. The possibility of an indefinite strike, the Government pushed through an amendment next year's pay budget to over 50 per cent to "correct" the strike, but was rejected. The strike has been aggravated when the teachers consider to be a demand by the education authorities. The possibility of an indefinite strike, the Government pushed through an amendment next year's pay budget to over 50 per cent to "correct" the strike, but was rejected.

e Netherlands

Unions ward ff salary cuts

John Richardson

THE HAGUE A combination of one-day strikes, mass demonstrations and successful lobbying of parliamentarians has led to a Dutch Government dropping its plans to single out education for a salary cut in 1981 (TES, October 10). The teacher unions have pointed out that they are not prepared to offer special salary cuts to solve general budgetary problems facing a Dutch Cabinet, but are prepared to discuss salary restraint in the context of a general wage policy which leads to a modest saving being used to create more employment possibilities.

There are already signs that a new trend in this direction is being set. An anonymous professor at the Catholic Theological High School in Utrecht has reached agreement with the Ministry of Education to surrender half of his salary of 140,000 fls (£28,000) per year in order to create two junior research posts at the Institute. This action falls very much into line with the recommendations of a 1,500 strong sympathetic to the Initiative Civil Servants Action Committee.

Professor Kebben, of Leyden University, a supporter of the committee, said that such a sacrifice was a royal salary and could make a royal salary.

Australia Universities warned on medic surplus

SYDNEY

Australian universities have been warned that they are admitting too many medical students who will over have the opportunity to use skills acquired in medical training. The Australian Medical Association has urged an immediate 20 per cent cut in medical school enrolment to stem what it calls "a swelling over-supply of doctors".

China

Trial shows persecution of educators

by John Gardner

The trial of the Gang of Four is likely to provide further information to confirm the appalling treatment suffered by many of China's educators in the Cultural Revolution of 1966-76. The formal indictment laid against Mao's widow and her associates is a harrowing document which clearly shows that educational circles bore the brunt of Lefuist attacks. It claims that more than 142,000 officials and teachers in units under the Ministry of Education were falsely charged and persecuted.

The most prominent victims mentioned in the indictment is Zhou Rongxin, who became Minister of Education in January, 1975. He had little sympathy for the Gang's "revolution in education" which, he said, had done so much harm to "education today isn't worth a cigarette stub".

Throughout 1975 he made a number of hard-hitting speeches which were highly critical of the Lefuists. He insisted that teachers must be treated with respect and not categorized as "stinking intellectuals". He ridiculed excessive emphasis on practical education, saying that it was simply using pupils as labourers, and he advocated that proper emphasis be given to theoretical work and formal classroom instruction.

He also argued that gifted pupils should proceed directly from school to university without having to do a lengthy stint of manual work. At the end of 1975 Zhou became the target of a Lefuist wallposter campaign which accused him of fanning "Right deviationism" and "wind". Although never formally dismissed, he was hounded from his Ministry and due to harassment, suffered a fatal heart attack in April, 1976, at the age of 59.

The press did not even mention his passing until, after the arrest of the Gang of Four, Zhou was posthumously rehabilitated in 1977. Since then his ideas have been energetically applied as the post-Mao leadership has overturned the educational "models" set up by the Gang of Four.

The most recent of these to come under attack is the educational "experience" of Dazhai, an agricultural unit famed for its application of Maoist principles of self-reliance. In its schools Dazhai preached a policy of encouraging "good thought" rather than academic achievement, teaching pupils to be assertive rather than "high lauba", and insisting that the schools be run by peasants and not by "bourgeois intellectuals".

Last month, however, a conference was told that the slogan "Education, learn from Dazhai" was enormous harm. It is now claimed that the Dazhai experience caused the cultural scientific knowledge of the young generation to decline to a "shocking extent" and that "large numbers of illiterate, thugs emerged".

Now that the emphasis is on work and the four modernizations, one official was proud to explain that by using boarding kindergartens "parents do a good job because they don't worry about the children".

It costs 30 yuan (£10) a month to keep a child at kindergarten. But fees have recently been adjusted in line with the new birth control incentive schemes.

The current party policy is "one couple, one child". Those who promise to obey pay fees of only six yuan (£2) per month and are awarded an honour certificate by the state.

If there are two children the charge rises to 15 yuan each. Where a family are reckless enough to have more, the kindergarten will charge 30 yuan each and the parents' wages are also cut. It is a 1984 type comedy, but one that seems to work; China, unlike India, has achieved a dramatic drop in birth-rate.

At kindergarten children are introduced early to the collective ideal. They sleep about 40 to a dormitory, cared for by a nursing staff. Each day there is a carefully planned schedule starting with group exercises at 6.30 am—a kind of child's version of the popular Tai Chi Chuen.

The basic timetable has five subjects: Chinese, maths, music, sports and drawing. This is all determined centrally, in Peking, right down to the exercises and games which are suitable for each age group.

During the bad days of the Cultural Revolution, political education was a large part of the nursery curriculum. They told were taught to recite Chairman Mao's quotations whether or not they understood them. Today political training is less rigid but the children are still taught "to love the party and to love productive labour".

If they misbehave they are introduced to self and mutual criticism, a technique common throughout Chinese society, instead of corporal punishment. Not that discipline is really a problem in Chinese schools. The children are by any standards exceptionally well behaved and obedient.

Yet the question remains whether prolonged separation of parents and very young children can be really beneficial. The Chinese appear to have few qualms about their policies, but there are signs that boarding kindergartens may in time create their own problems.

A headmistress told us that parents rarely bother to visit their children during the week after their first few months. And there are indications that they are actually losing interest after so much separation.

Long-term effects are also possible. China is now for the first time having to face the problem of teenage delinquency and street gangs. There have been reports of special schools have been set up for the large cities to cater for this. There is as yet no proven correlation, but those difficulties who are raised in institutions like boarding kindergartens.

United States

Genetic reasons for girls' poorer maths skills?

by Clive Cookson

WASHINGTON Girls are intrinsically less able mathematicians than boys, according to a new study of 10,000 gifted children.

In its publication in Science, America's leading research journal, has started up a new round of argument about the extent to which female inferiority at mathematical reasoning—observed ever since girls started taking mathematics examinations—can be attributed to social and educational factors.

Julian Stanley, Professor of Psychology at Johns Hopkins University, and research student Camilla Benbow analyzed the performance of about 5,700 boys and 4,300 girls, aged 12 and 13, who took part in Dr Stanley's Study of Mathematically Precocious Youth (SMPY) between 1972 and 1975. Their educational experiences were "essentially identical", said the researchers; the boys had taken no more mathematics.

All the children were in the top 2 to 5 per cent of their age group, according to standardized mathematics tests administered by their schools. Yet, when the Johns Hopkins psychologists made them take the mathematical portion of the Scholastic Aptitude Test (SAT), a multiple-choice exam usually given to 17-year-olds for college entrance, the boys scored far higher on average than the girls.

The greatest sex differences were recorded among the most brilliant youngsters of all. More than twice as many boys as girls scored above 500 on the test, and boys outnumbered girls by about five to one among those scoring over 600 (a perfect mark is 800). In the three years the highest scoring boys were more than 150 points above the top girls.

Of course Stanley and Benbow recognize that the "socialization" process which has traditionally put girls off mathematics amounts to much more than being steered away from maths at school. The attitudes and expectations of families and friends—the different toys little boys and girls play with, the fact that many parents are more likely to look for and encourage mathematical skills in boys, and so on—actually have a profound effect.

Nevertheless, the Johns Hopkins researchers believe that genetic factors are too great to be ignored.

Professor Stanley, Mrs Benbow and others involved in the Study of Mathematically Precocious Youth at Johns Hopkins University argue that the sex differences in mathematical skills which they see in particular gifted pupils also apply, less dramatically, to children of normal ability.

The feminists are not convinced. "What their study means for women at large is profoundly problematical," Dr Fennema said in the same issue of Science (December 12). "There is no way that their data can explain why women do not take mathematics in college and do not get into mathematics and science professions."

HONG KONG Sixth form studies in Hong Kong seem set for a major shake-up following a confidential Board of Education report calling for a simplification of the current complex system.

At present there are two main types of sixth form course—two-year A level courses offered by the Anglo-Chinese grammar schools, which are the basis of selection for the University of Hong Kong, and one-year courses offered by the Chinese middle schools, which prepare students for the Higher Level Examination, the main basis for selection for the Chinese University of Hong Kong.

Under this two-tier system many students can find themselves taking public exams three years running (the Hong Kong Certificate of Education followed by the two more advanced examinations).

In addition, the intense competition for university places has led to a "rat race" of rote learning, rather than the intelligent appreciation of the subject.

The Board of Education's committee of sixth form studies has set up in 1978 under the chairmanship of Dr Peter Lee, head of Hong Kong Polytechnic, to look at how sixth form studies could be broadened to meet the needs of all pupils, not just those likely to go on to higher education.

It recommends that sixth form studies should help students adapt to life after school, and should pay more attention to the development of communication skills. A new compulsory course, "Language and Communication", should be introduced to develop reading and writing skills in both Chinese and English.

The report says that any new system should be in line with the existing system whereby pupils can qualify for higher education after either one or two years. It suggests that pupils should study five subjects in their first sixth form year which would "probably satisfy the requirements of the Chinese University".

But critics from the Chinese-speaking sector of education in Hong Kong are angry at the report's insistence on maintaining this two-tier system.

They have been praising for the Hong Kong University to revert to four-year degree courses, in order to take students after a year of sixth form study and thus bring it into line with the Chinese University system.

Dr F. C. Chen, secretary of the Chinese University, says the present system causes a great deal of difficulty. "Students inevitably want to try the Higher Level for the City University and certain schools may prohibit them, and so they go to other schools. Anglo-Chinese schools can be prohibitive in this matter."

In addition, critics point out that the proposed reorganization will ease the "ferocious competition" for the relatively few places in further and higher education.

West Germany

Appeal points to growing student housing crisis

by David Dungworth

West Germany's teachers' union, the Gewerkschaft Erziehung und Wissenschaft, has called upon the federal, Länder governments and the mayors of university cities to take "urgent and non-hesitant steps" to make more living accommodation available to students.

In a letter to the heads of government in the Länder, Herr Erich Rister, urges them to introduce measures to combat recent rises in the cost of privately rented dwellings and to allow students access to flats with controlled rents, intended for public sector employees and low income families.

They should also release the funds necessary for a vast expansion of the building programme in halls of residence, for the remuneration of older property in private immediate short-term rental and for an increase in the accommodation element of student grants in line with the actual rise in rents.

The union's action is a response to growing evidence of the difficulties faced by students looking for a place to live. West Germany's equivalent of the NIES, the Vereinigte Deutsche Studentenschaften, estimates that at the beginning of the autumn term about 50,000 students had not been found suitable accommodation.

In September the authorities at the Ruhr University in Bochum hired tents and camp beds to provide temporary sleeping quarters for 200 freshmen, while new students at the Technical University of Aachen were housed in carriages in railway sidings.

In Göttingen, Frankfurt, West Berlin and other big cities the police have been called in to remove militant groups squatting in empty houses and university buildings. Leaders of the Evangelical Church in the Federal Republic have asked their members living in university centres to take in "homeless" students and the various Ministers of Education together with the Lord Mayor of Munich, where some 70,000 students have enrolled for the winter term, have appealed to residents to uphold the city's traditional reputation for hospitality.

Further confirmation of the seriousness of the situation was included in a survey conducted by the German Student Welfare Organization.

Its ninth annual report on student finances shows that average expenditure has now reached DM1686 a month (about £150). Twelve times as much as the DM140 a month that all students are supposed to be receiving DM600 or more a month.

A privately rented furnished room costs an average of DM174 a month. Those with their own flat, usually 50,000 students and not been found suitable accommodation.

Despite cutbacks in many areas of public spending the budget for the current financial year totals DM35m, an increase of 11 per cent over 1979. Nevertheless, only 5,600 hall places are now under construction and the Government's target is to provide such accommodation for only 15 per cent of students by 1982.

University expansion over the past decade has been concentrated in big cities where large dwellings in older type properties have been progressively replaced with much smaller flats which rarely have a spare room. Higher living standards have removed the need for house-holders to take in students and other disincentives are the life style of many students and their left wing political activities.

The cheapest student accommodation, at an average cost of DM135 a month, is to be found in halls of residence, but with a total capacity of 108,000 places these are able to cater for only 13 per cent of the student population. Consequently 22 per cent of students live with their parents, many travelling long distances each day, though only 6 per cent do so from cities.

In reply to charges of complacency Federal Minister for Education and Science Herr Jürgen Schmude has pointed out that during the past 10 years the Federal and Länder governments have jointly invested DM1,300m in the building programme for halls of residence.

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Tables and chairs, where pupils who are not being taught can work. Such unsupervised groups are not uncommon as the absence or shortage of specialist staff is not covered by the use of temporary or supply teachers.

Since pupils can move freely between the three schools, in one building and always under cover, the question of control and supervision of pupils by teachers from "other" schools sometimes presents problems, although breaks are short and there is no lunch break in the school day which is compressed between 7.50 am and 1.10 pm.

Costs of buildings, equipment and teaching materials, all of which are a high standard, are borne by the local town council. Per capita allowances average £15 for the three schools, which is quite generous for all but the most expensive schools. This particular centre excludes the Hauptschule (secondary school) which is housed in a separate building, about 400 metres away, but includes the Orientierungsrufe, an all-ability middle school for 10 to 12-year-olds.

This kind of school was introduced by the Social Democrats, but has been kept by Christian Democrat governments and is now established throughout Lower Saxony. It is intended to delay selection for later schooling to allow for a more lengthy and careful assessment of pupils' abilities.

The centrally determined curriculum has a secondary school look about it, and teaching is done in mixed ability groups, except in mathematics and English where C. T. Scott is head of Thorpe St Andrew School, Norwich.

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Hong Kong

Report calls for streamlining of sixth form studies

by Maggie Reid

HONG KONG Sixth form studies in Hong Kong seem set for a major shake-up following a confidential Board of Education report calling for a simplification of the current complex system.

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The Netherlands

Small increase in teacher numbers

by John Richardson

THE HAGUE Ministry—prodded by the Foreign Ministry, which was concerned about the bad effect on Japan's image of such incidents—this year sent special warnings to schools and universities.

In addition, a non-profit making organization, opened at the end of last year to give advice on dubious operators.

An official of this group, the Overseas Study Consultation Centre, said that of about 500 companies in Japan offering overseas English study tours, only about 30 could be considered completely trustworthy.

Last year, at least three groups of students were stranded in America when their Japan travel agents went bankrupt and could not pay their return airfares. Some students were also forced to leave their schools, because the Japan agents had not paid their fees.

In other cases the students found facilities far below what had been advertised. One group in Los Angeles discovered their "luxurious" to be converted garages.

Another group of 245 university graduates who paid for a study course at Edinburgh University were taught, instead by Scottish secondary school students in a disused school classroom.

As a result, the Education States, and most of the others to Great Britain. Total fees start at £800 and can range up to £3,000.

Most parents and students are unable to exercise any discrimination in choosing a place of study, and are easy prey for unscrupulous Japanese travel agents, who sometimes operate in conjunction with shady American or British schools or teachers.

Several years ago, in one famous case, a travel agent promised a group of students a study tour which would include a meeting at Buckingham Palace with the Queen.

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Several years ago, in one famous case, a travel agent promised a group of students a study tour which would include a meeting at Buckingham Palace with the Queen.

Last year at least three groups of students were stranded in America when their Japan travel agents went bankrupt and could not pay their return airfares. Some students were also forced to leave their schools, because the Japan agents had not paid their fees.

In other cases the students found facilities far below what had been advertised. One group in Los Angeles discovered their "luxurious" to be converted garages.

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School to work

Mentally and physically handicapped youngsters who were once regarded as unemployable can become capable workers with the help of new education and training methods. But what

the new techniques cannot do is to create jobs for them. However, in South Wales the youngsters are now being forced back into the ever-lengthening dole queues.

Factory that salvages life

Mark Jackson reports on a training breakthrough—with no jobs at the end

A disused paint factory in the middle of the South Wales industrial blight has been winning a Europe-wide reputation for retraining human material—youngsters who are unemployable because of physical or mental handicap. Bridgend College's industrial unit has been turning them into workers whom local employers have been glad to take on.

The employers, and other local people thought what the unit did was approaching the miraculous. But rising youth unemployment in South Wales cannot be miraculously beaten and the unit now finds itself producing recruits not for jobs, but for the rest of the Youth Opportunities Programme.

The industrial unit, which is attached to the Bridgend College of Technology, is run as a sheltered factory in which the youngsters try out various work and learn to make in the end, some task which can earn them their living. It is a "real" work—carried out under contract for local industry, engineering, and dressmaking firms. In the process most of them become reasonably literate and numerate, and learn a lot of life skills.

It was set up five years ago, in a rather roundabout fashion, by Mid Glamorgan Council, who organised a public appeal for funds to acquire the factory and matched the £40,000 raised. The council found out that the EEC was prepared to help fund the operating costs as a school to work pilot project.

Until last year the unit, which is attached to the Bridgend College of Technology, took only those youngsters who were officially classified as handicapped, including physical and educationally subnormal. The youngsters, who drew unemployment benefit, stayed in the unit for as long as the teachers who staff it thought they needed: of the 150 who enrolled, about 120 were eventually placed in jobs.

But last year the Manpower Services Commission agreed to accept this unit as one of its work introduction courses, and most of the pupils now get the Youth Opportunities Programme allowance. It means that courses are now of a set length—usually 13 weeks, twice a year for exceptional cases.

It also means that the unit now caters not only for those who are classified as handicapped, but for any youngster who is considered educationally disadvantaged. In effect any youngster can tell the difference.

Mr Gerry Bowne, the college lecturer who runs the unit, says he is called manager to emphasize that it is a factory—says that since the change it has become very clear



On-the-job learning: under careful supervision, this youngster is making components which will be used in local industry.

that labelling is largely a matter of chance, and that many of the youngsters from special schools turn out to be brighter than "normal" pupils from remedial streams.

The unit still uses exactly the same techniques—the youngsters operate standard machinery under close supervision, until it becomes clear what kind of jobs they like and are likely to be able to manage. But the role of foreman is taken by qualified teachers, who use collect

in the workplace as a vehicle for wider education. There is more formal instruction in reading and arithmetic for those who need it, which tends to be practically every one. John Pettiano, a 35-year-old lecturer who started life as a woodworker, says that a high proportion of the youngsters learn to work or do industrial production, yet many reach higher standards than apprentices in the processes they master.

NEWS

Education cuts 'would go too far'

Council refuses to axe nurseries and meals

by Sarah Bayliss

Northumberland education committees has balked at a county proposal to abandon nursery education and to abolish school meals in primary schools.

Members stood their ground last week, saying the cuts, embodied in savings packages worth 6 per cent and 8 per cent, would go too far. They would only agree to cuts worth 4 per cent or £1.6m.

We regard nursery education and school meals as important priorities. If they are sacrificed now we shall never get them back", Mrs Anne Wrangham, chairman of the education committee, said this week.

The county's policy and resources committee, chaired by Mr John Baxter, the council leader, had ordered all spending committees to draw up lists of potential cuts worth 4, 6, and 8 per cent on next year's budget. That committee will still have the final say when it decides what to recommend to the full council next month.

In education the percentage savings were valued at £1.6m, £2.4m and £3.2m respectively. The 6 per cent (£2.4m) package, included discontinuing nursery education, provision for rising five and the primary school meal service. The 8 per cent package meant, in addition, abolishing major discretionary awards, the youth service, adult education and

grants to voluntary organisations. The 4 per cent package worth £1.6m, which the education committee agreed it could tolerate, would mean the loss of 55 primary school teachers' jobs and 10 fewer full-time nursery assistants if implemented. Although the secondary school population is still rising there will be no increase in the number of teaching staff.

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Head wants non-European languages made compulsory

by Bob Doe

A proposal to make the study of a non-European language like Arabic, Urdu or Chinese compulsory for all pupils got a mixed reaction last week.

The idea is being promoted by Mr Michael Merland, headmaster of North Westminster Community School, London. At a conference at the school he stated that study of one of the major world languages would improve pupils' knowledge of, and attitudes towards, ethnic minorities in a multi-cultural society. He criticized the Government's "framework for the curriculum" for pre-empting this by specifying that every child should study one European language.

He said this plan would fit in with the Unesco recommendation for "an international dimension and a global perspective in education". It would generate respect for other cultures and show that schools took seriously their multi-ethnic policies.

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the study of languages and a broader multi-ethnic world view at schools should have."

Mr Merland is not suggesting the replacement of five years of French with five years of compulsory Arabic, Japanese or Swahili.

He wants a language course to include several other languages. This course, and the later option it leads on to, would include non-European languages.

Non-European languages in the curriculum would enhance the self-respect of ethnic minority children. It would, everyone fears, immigrants' head about their children learning touch with their mother-tongue.

At North Westminster, Mr Merland said, 60 different languages were represented. If all could be catered for, pupils who were not from the majority would be catered for.

Mr Merland's department of languages is in the process of setting up a department of languages in the school. It will still the dominant language in the school. Immigrants' head about their children learning touch with their mother-tongue.

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LETTERS

NCB study: who is being inconsistent?

Sir—The authors of the National Children's Bureau (NCB) study of secondary school progress admit (letter December 5) the existence of the 11-plus effect, that pupils being prepared for entry into a tripartite system could score more highly in basic subjects than they would if they were being prepared for comprehensives. They try to defend themselves by the vague statement that "many of the comprehensive pupils in the NCB samples were in local authorities which retained grammar schools". Unless they can tell us exactly how many such pupils there were, and also how many of them took the 11-plus (which is not the same thing), we must assume that they did not bother to find out, and that the scores they presented were not adjusted for this important background factor. Their argument that it would have made little difference anyway cannot be substantiated until we know how many pupils were involved.

The 11-plus effect is not simply due to superiority arising from practice in tests as the NCB spokes-

man pretend. It results from the greater concentration on basic subjects, and standards of attainment in them, in a competitive situation. The evidence they seek to present about general performance and date of test is therefore largely irrelevant.

I still find a marked inconsistency between the NCB data on social class and that reported by the NFER Achievement in Mathematics. The former speaks of the social composition of comprehensives and secondary moderns as being virtually identical, whereas the latter showed that there was a significant difference between the tripartite schools and the comprehensive schools, the former being 5.8% including 15-year-olds. For the tripartite system a score of 5.8% is shown for Father's Occupation (15-year-olds). For comprehensive schools the corresponding figure is 5.8%. This very slight difference in favour of the tripartite schools is the same as that produced by replacing one "working professional" by one "higher professional and technical" in a sample of 100 fathers—all this test being identical.

In dealing with this latter point the NCB spokesmen adopt an ad hominem argument. Were it not for the personal attack it contains, it would be better ignored as being irrelevant. I see no inconsistency, however, in referring to evidence contained in a study, and yet criticising the same study for its omissions and interpretation of the evidence. I had a long correspondence with the Director of the NFER, Alfred Yates, on the latter's publication, Achievement in Mathematics. One of the differences between us was over whether it was possible to compare the effectiveness of two systems by using the number of A level mathematics students they produced per 100 entrants. Yates' view was that after including 15-year-olds, the difference still cannot accept that the sufficiency measure you propose could be the basis of a valid assessment of the educational system. Readers should judge the NCB spokesmen's appeal to the authority of Yates against this background.

FRED NAYLOR, Kingsdown House, Box, Wilts.

No reward for these careerists

Sir—The Clegg Commission's comparability study on teachers' pay has failed abysmally to recognize and reward the major contribution which the career classroom teacher on the maximum of Scale 1 makes to education by spending his whole working life actually teaching children.

They have not increased his status, prestige and worth. They have not even motivated it at his previous lowest level. They have diminished it still further. If one wants financial advancement then there is only one route forward. This route leads one further and further away from the low level of classroom teaching and more and more into the dizzy heights of administration.

It is the career classroom teacher who has the grave responsibility of educating and moulding the impressionable minds of our future generations. It is he who is helping to produce our future citizens, men and women and others who will be equally important in contributing to the well being of society. What could be a more responsible position than this?

It is in short, doing the most important job in the school and teaching as his reward the lowest salary in the profession. The gap between the differing scales is increasing alarmingly every time there is a percentage increase. It is not only a disgraceful situation, but it makes an absolute mockery of the principles of logic.

There can be no substitute for experience in teaching, and experience can only be gained through practice, at service. It is this price-quality that the career classroom teacher has in abundance by the time he has reached the maximum of Scale 1. Yet where is the reward for him once he reaches this point?

It would appear that as he has moved for a career whereby his main function is actually to teach children he is, therefore, for some totally illogical reason, considered to be inferior and therefore automatically subordinate to those whose main function is to administer.

Where are the voices of the teachers?

A. D. W. BASS, 75 Ashby Road, Cleethorpe, South Humberside.

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Hongkong plea for status

Sir—We are a group of Hongkong students and wish to draw your attention to our recent campaign an "Home Student" status. The main purpose of this letter is to explain our case and to appeal to the British public for justice.

On November 5 about 700 Hongkong students demonstrated peacefully in the streets of London over the drastic increase in tertiary education fees which amounts to £3,000 for a science course university student and £5,000 for a medical student. This alarming increase has already caused a 40 per cent drop in applications to university this year as announced by UCCEA recently. With regard to the difficulties Hongkong students are facing, we are asking for home student status just like students from other EEC countries based on the long well established special relationship between Britain and Hongkong.

Why do the Hongkong students have to leave their home and come all the way to study in England? It is simply because of the 5 million population in Hongkong, there are only about 8,000 places in the two universities of Hongkong. Some 30 per cent of the secondary school students simply are not given a chance for tertiary education in Hongkong. Since United Kingdom universities' degrees are recognized by the Hongkong Government, the only way for us is to appeal here for further education.

This lack of education has its roots in many things. One of the reasons is that it is the Hongkong Government's policy to make a big budget surplus each year rather than spending more money on social welfare or education. As a matter of fact we are told that the Hongkong Government is not prepared to tell the public how much budget surplus there is each year. Who is responsible for this policy? One does not need to be a politician to know the answer.

The Governor of Hongkong is appointed by the Queen and the majority of decision-makers are British whereas more than 98 per cent of the population in Hongkong are Chinese. It means that British are supposed to have represented our interests in the Hongkong Government. Have they really done their job and whose interests are they really working for? Since we, supposedly Hongkong citizens, have no right to elect our governor or representatives in the Legislative or Executive Council, we have no choice but to appeal to the British public for justice.

It is urgent that long-term interest both in the acquisition of technical personnel here (for those of us who study in the United Kingdom) and the future loss of contracts to United Kingdom manufacturers for things of us who are driven away by the present Government's short-sighted policies. We still strongly believe in "British Justice" and where more that our appeal to the British public will prove fruitful.

W. Y. T. AN, 25 Milford Park, Hingfong, N.G.

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Miss-takenly identified!

Sir—In view of "equal opportunities" wouldn't this option be more appropriate for this front page cartoon (The TES, December 5)?

ANTHONY NICHOLSON, "Lyngarth", Croft Road, Chalfont St Peter, Bucks.

Centre's move against racism needs attention

Sir—I would like to refer to your report of November 28 on the conference held by the Centre for Multicultural Education at the Institute of Education and the extramural division of the School of Oriental and African Studies.

Over and above the differences views which members of the centre necessarily held about the issues of multicultural education, it is perhaps important for your readers to be aware of the focus of the centre during the first year of its existence.

There has been a series of seminars and lectures, some open, others limited to staff and students of the institute concerned with racism in education and the development of anti-racist policies and practice. These issues are fundamental to the work of the centre and are examined in a range of its activities.

It should be noted that as an academic centre, our work is necessarily different from that of the Commission for Racial Equality and the local community relations councils.

J. S. GUNDARA, Coordinator, Centre for Multicultural Education, University of London.

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Need for a 16-plus manifesto?

Sir—Crucial decisions will soon be made about the common system of examination at 16 with deep implications for curriculum and teaching in secondary schools. There is a pressing obligation on those of us involved in schools to think through carefully the elements of the present system which in the interests of teaching need to be retained, and then to express our conclusions loud and clear. Would there be agreement on key points?

(1) Comprehensive schools need a system which enables the widest possible range of pupils to be assessed. Certainly many more than the national top 60 per cent of our students are already being examined, particularly in English. That should remain our target group.

(2) The examination should reflect the curriculum. A variety of assessment is required if current best classroom practice is to flourish. Final secondary survey warns sharply of the decline in the quality of learning for pupils of all abilities when examination requirements dominates the classroom.

(3) Teacher involvement, if not control, is essential at all levels of the examination system. Benefits of teacher participation and responsibility are clear; decisions involving those closest to the educational needs of young people, a wider understanding of standards and comparability in the profession, the growing and impressive expertise of teachers about techniques of examining, the fruitful interplay of teaching minds (excellent IST) as decisions are worked through, creative curriculum development through teacher devised mode 3 courses.

(4) Course work and continuous assessment, properly moderated have become important elements, not just in CSE. These techniques should be retained and refined. Would collective subscription add to these points? Perhaps we need a teacher manifesto for 16-plus.

ROY PEARCE, Anthony Gell School, Wirksworth, Derbyshire.

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COURSES

Tuition for Degrees, Teaching and GCE

Wolsey Hall is the oldest home study centre which has been established since 1880. It is a centre of excellence for home study, offering a wide range of courses in degrees, teaching and GCE. The courses are designed to be flexible and to suit the needs of individual students. The centre has a long history of excellence and is recognized by the University of London.

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Michael Cole

When next the hall tolled, he again woke with a start. This time, however, he seemed ready for a further visitation and sat up and looked around expectantly. He obviously did not want to appear taken aback this second time. He was, however, surprised, for nothing happened; no shape appeared.

At last he plucked up courage to get out of bed and look around to find the source of the light which illuminated the whole room, but which appeared to have no discernible physical source. It seemed to be coming from under the door which led to a neighbouring room. He reached for the knob, and as he did so, a strange voice called him and bade him enter.

It was his own room; there was no doubt of that. But it had undergone some magical transformation. It was not at all the drab, unprepossessing chamber which

a sight of the rest of the house might have led one to expect. There was such a mighty hush to the hush that Carlisle's attempts at energy saving might never have been known. In an easy state in the centre of the room sat a jolly giant who wore a glowing torch, not unlike those which used to be emblazoned on the old road signs, indicating the presence of a school.

"Come in and know me better," exclaimed the ghost.

Carlisle entered timidly and hung his head. This was not the dogged Carlisle, the adamant Carlisle of earlier in the day. It was as if he did not like to meet the kindly gleam which shone forth from the giant's clear eyes.

"I am the Ghost of Education Present," said the spirit. "Look at me!"

Carlisle did so. The phantom was

clothed in a simple green robe, bordered with white fur. Its feet were bare and the spirit seemed to exude an all-pervading joyful air.

"Spirit," said Carlisle submissively, "conduct me where you will. I want forth last time under compulsion and I learnt a lesson which is working now. If you have anything to teach me, let me also profit from it."

"Touch my robe!"

Carlisle did as he was told, and held it fast while around them the room, the fire, the glow, the house and everything vanished instantly.

They stood outside in the street and were clearly invisible to all the people who busily thronged around them. The giant's torch was also invisible to the passers-by, whose to-ing and fro-ing was only illuminated by the lights of shop

windows and the scanty street lamps. Most of the shops were closing down, a people became more frantic, and there were occasional disruptions in what was mainly a festive and cheerful mood.

On such few occasions, the giant shed a few drops of some oil on his torch and shook it on the disputations group. As soon as they were touched, their good humour was restored.

"Is there a peculiar flavour in what you sprinkle?" asked Carlisle. "Would it apply to anything today?"

"To anything kindly given, and especially to something given to the poor."

"Why to the poor most?" asked Carlisle.

"Because they need it most."

"Spirit," said Carlisle, "I wonder you desire to interfere in people's lives. To hinder them, for example, from resolving their own disputes, or preventing them from suffering the consequences of their own actions."

"There are some upon this world of yours," returned the spirit, "who by claim to a motive of non-interference, and who, by allowing injustice, selfishness, hatred and envy to reign supreme, in fact create a greater interference than anything I might do to redress the balance. Remember that, and charge the consequences to those who create the circumstances, and not to those unfortunate who are incapable of overcoming the barriers which result in their constraint."

They stopped outside his teacher's house. A meagre, tattered house, which seemed to fit quite well with what Carlisle knew about the limitations of his wages. They looked right through into the ground floor.

There they saw the family, poorly clad but nonetheless joyfully gathered around to help each other and their mother in laying the small table. There was a general scurrying and bustle created by the many people present. In fact, there seemed to be far more movement than the limited arrangements and fare seemed to require.

In came the teacher, with his crippled son upon his shoulder.

"How did he behave?" asked mother.

"Did he manage to sit through it all?"

"As good as gold," the teacher replied. "Somehow he gets thoughtful, sitting by himself, and thinks home, he hoped. He told me, coming home, he hoped everyone could see him on my shoulder, because he was a cripple and poor and dressed, because it would be pleasant for them to see him so cheerful that they would remember those who were so much worse-off than he."

The teacher's voice trembled as he said these words, and trembled even more when he added that he thought the boy was growing stronger every day.

"Spirit," said Carlisle, with an interest he had never felt before, "tell me if the boy will live?"

"I see a vacant seat," replied the spirit, "in the poor chimney corner, carefully preserved."

"No, no," said Carlisle. "Oh no, the spirit! I say he will not die."

"If these shadows remain unaltered by the future, no-one will find him here later years. What then?" the spirit continued. "If he is like to die, he had better do it, and decrease the surplus population."

A Christmas Carlisle

In the concluding part of our holiday serial by Ian Lewis, the ghosts of Education Present and Future strike terror into the heart of a twentieth-century Scrooge

Carlisle hung his head to hear his own sentiments thus quoted back at him by the spirit.

"Mr Carlisle!" he heard the teacher say. "I give you Mr Carlisle, the Founder of this Feast!"

"The Founder of the Feast indeed!" cried the teacher's wife. "If I had him here, I'd give him a piece of my mind to feast upon, and hope he'd a good appetite for it. Why should we drink the health of such an odious, stingy, hard, unfeeling man as Mr Carlisle?" She paused for breath before going on.

"He's closed schools, thrown teachers out of work. He's cut resources 'til they are almost non-existent. Your classes are getting more overcrowded. Your teachers have to compete amongst yourselves for pupils, in the hope of saving your schools and your jobs. Schools could be liberating places, instead of which they are fast becoming inhuman places where children are being fettered; their lives constrained and futures mortgaged."

"But enough of this. I don't want to spoil your one day's holiday in all the year," she eventually relented. "I'll drink his health for your sake, not for his, although I doubt if, even if he knew, it would make him merry or happy. He'd probably laugh at our stupidity."

After the family, even including the little crippled child, had drunk this toast, it was as if a shadow had passed away from the room. They were all ten times merrier than before. They danced, they sang, they told stories, they laughed, and all the time the meagre plates of food and drink were passed around. Each person knowingly looked around, at their turn, so made to take the smallest possible crumb, or the tiniest sip, to make the offerings last even longer.

The spirit was greatly pleased to find the party mood growing. On his companion, Carlisle had become so gay and light of heart that he continually pledged the entire household, and thanked them in insubstantial speech for the pleasure he was having. Eventually, though, the spirit dragged them away, and as they passed Carlisle's house they flew over two prostitutes, ragged, scowling children. Where their cheeks should have been filled with the fresh bloom of youth, a shrivelled joy should have shone from their eyes, devils lurked and glared out menacingly.

Carlisle stood, appalled. "Spirit! Are they yours?" he asked.

"No they are yours," came back the quick reply. "This is ignorance; this is want. Batters them both, for so their brows are written. Doom, unless the willing be erased. This is the ultimate consequence of the programme in which you take a part."

"Are there no answers?" cried Carlisle.

"Are there no prisons? Are the Job Centres closed down?" said the spirit, turning to him for the last time with his own words. "Are there no detention centres?"

The bell struck. Carlisle looked about him for the ghost, and it had gone. As the stroke ceased, he remembered Boy and his meditation of three visitations and, lifting up his eyes, he saw a solemn phantom, draped and hooded, coming like a mist upon the ground towards him.

The phantom slowly, silently approached. When it came near, Carlisle went down on his knees in fright. It was shrouded in black, which left nothing visible save one outstretched hand. He felt its presence fill him with a solemn dread.

"Am I in the presence of Education Yet to Come?" his voice quavered.

The spirit did not answer.

"You are about to show me shadows of the things that have not happened, but which will happen in the time before us if things stay as they are," Carlisle pursued. "Is that not so?"

The spirit inclined its head. That was its only answer. Although well used to ghostly company by this time, Carlisle found that he feared this dimly distinguishable, silent black shape.

"Ghost of the Future," he exclaimed, "I fear you more than any spectre I have seen tonight. But as I know your purpose is to do me good, and as I hope to live to be another man from what I have been heretofore, I am prepared to bear your company, and do it with a thankful heart."

It gave him no reply, but pointed forward and moved on. Carlisle followed.

Their first stop was at the side of a knot of people talking together. They moved closer and, as before, resumed loveliness to those they overheard.

"I only know he's dead," said one.

"That's right. Last night," said another.

"What's he done with his money?" said a third. "I'll wager it has been carefully salted away from the reaches of you and me, and, more likely, from the tax-man, too."

"It's likely to be a cheap funeral then," said another voice.

"Bound to be," agreed someone else. "There won't be many mourners either, I'll be bound. I don't know of anyone who cared enough for him to spend the time in mourning his departure."

The phantom moved him on. Carlisle followed the beckoning spirit to their next destination. This time he started back in terror, for he thought he had begun to recognize not only this present scene, but also the import of the previous conversation.

A body lay upon an empty bed within a dark and empty house, with not a man, nor woman, nor child around to show any signs of sorrow at the departure of the life. There was a sound of rats scuttling about in the dark corners.

"Spirit," Carlisle said, "This is a fearful place. In leaving it, I shall not forget its lesson, trust me. Let us go!"

Still the ghost pointed with its finger to the body recumbent in stark and chilling form before them.

Eventually, as if relenting a little, the spirit folded its cloak and waited them away until again they rested over the teacher's house. This time, though, unlike that previous occasion, there was no sound of mirth or jollity.

He looked in and saw the wife and some of the children sitting about quietly, the woman sewing and the children reading by the light of a tiny candle.

"It must be near your father's time," the mother said.

"Past it, rather," answered one of the children. "But I think he works a little slower now these last few days."

They all went quiet again.

"Ah! Here's your father now," the woman said, as the door opened. The teacher came in, unwrapping his

long scarf from around his neck. He had a cheerful ward for each of them.

"You went today," his wife enquired, "on your way home from school?"

"That's right," the teacher answered quietly. "I wish you could have come. It would have done you good to see the cheerful place. He was right in choosing it."

He broke down at that point. He couldn't help it. If he could have helped it, he and his child would have been further apart perhaps than they were.

He pulled himself together at last, and turned to the circle of worried faces around him. "We won't forget him, none of us. I'm sure."

"Never, father!" they all cried.

"Spectre," said Carlisle, "something informs me that our parting moment is at hand. Before we part, pray tell me more about that man whose body you saw lying there alone and uncared for."

They were in a churchyard, and the spirit stood among the graves and pointed down at one. Carlisle advanced, trembling, and managed to make out, upon the rotting stone, his own name MARK CARLISLE.

"Spirit!" he cried, clutching at the robe. "I am not the man I was. I will not be the man I must have been. Why show me this if I am past all hope?"

"Good Spirit," he pursued, as he fell upon the ground, "your nature surely intercedes for me and pities me. Assume that I now yet change these shadows you have shown me, by an altered life; will you help to stamp out Ignorance and Want; I shall try to help those who cannot help themselves. I will live in the Past, the Present and the Future. The spirits of you all shall strive within me. Oh, tell me I may sponge away the wrong on this stone!"

The spirit pulled its spectral hand away and shrank, collapsed into a heap.

Yes, the heaviest was his own, and the time before him was his own, to make amends in.

"Oh, Boyson! Oh, Spirits! I cannot thank you all enough for the lessons of the night," Carlisle said, as he scrambled out of bed. "I am as merry as a schoolboy. . . and here he stopped abruptly, as if taken check by what he had just said."

"No, that cannot be right," he commented to himself. "With all the cuts I have made in Education, no schoolboy can be merry. That's where I must start."

He hurried to the door and out into the street. "I must get in the office early this morning," he muttered to himself as he ran through the streets.

The only stop was when he saw the gentleman who had walked into his office the previous day. He dashed across to him. "My dear sir," said Carlisle, "how do you do? I hope you succeeded yesterday."

"Mr Carlisle?" inquired the other.

"Yes," said Carlisle. "Allow me to ask your pardon for yesterday, and tarry a moment and listen to what I have to say."

Carlisle whispered rapidly in his ear.

"Bless me, Mr Carlisle," cried the gentleman, "are you serious?"

"Never more serious in my life," replied Carlisle. "You will see the announcements later in the day."

"I don't know what to say," said the other.

"Don't say anything, please," said Carlisle. "I only hope these decisions will not come too late."

He hurried on, leaving the other gentleman standing in the middle of the pavement.

He was early at the office. The clock struck, and no teacher. He was fully 18 minutes behind the time specified in his contract of employment.

The teacher's hut was off before he opened his door; his scarf too. He was out in front of the class and began shouting with great vigour.

It was as if he was trying to make up, in activity, for the few minutes' absence.

"What's this," growled Carlisle. "What do you mean by coming here at this time of day, sir?"

"I am very sorry, sir," said the teacher. "But I will make the time up by missing my mid-day break."

"You will?" repeated Carlisle. "Yes, I think you will. Step this way, sir," he growled.

"It's only once a year, sir," said the teacher as he crept in great trepidation, into the office.

"I am not going to stand for this sort of thing any longer," said Carlisle. "And therefore," he continued, leaping from the chair, "I am going to change completely your whole conditions of work."

The teacher trembled.

"A Merry Education, sir!" said Carlisle. "A Merry Education, sir, then I have given you for many a long year. I'll raise your salary, fill schools with resources, open up the whole of education to all those who want. We'll bring back free and better school meals, and raise all welfare benefits to help the needy to profit from their education." He paused.

"We'll also plough in such resources," he continued, "we will have a state system of Education which will be so good, that all the previous debate about the public and private sector will vanish overnight. There will be no point in buying privilege, when privilege will be freely available to all." He paused for breath and wiped his brow, laughed and chuckled to see the conflicting expressions fleeing across his teacher's face.

"It's all right," he went on. "I am not mad. It will be the most famous U-turn in history."

They left the room, both laughing and crying simultaneously.

And Carlisle, what eventually of him? He was better than his words. He did it all, and more. He became a good a man, as good a friend, as good a minister, as any country had ever seen.

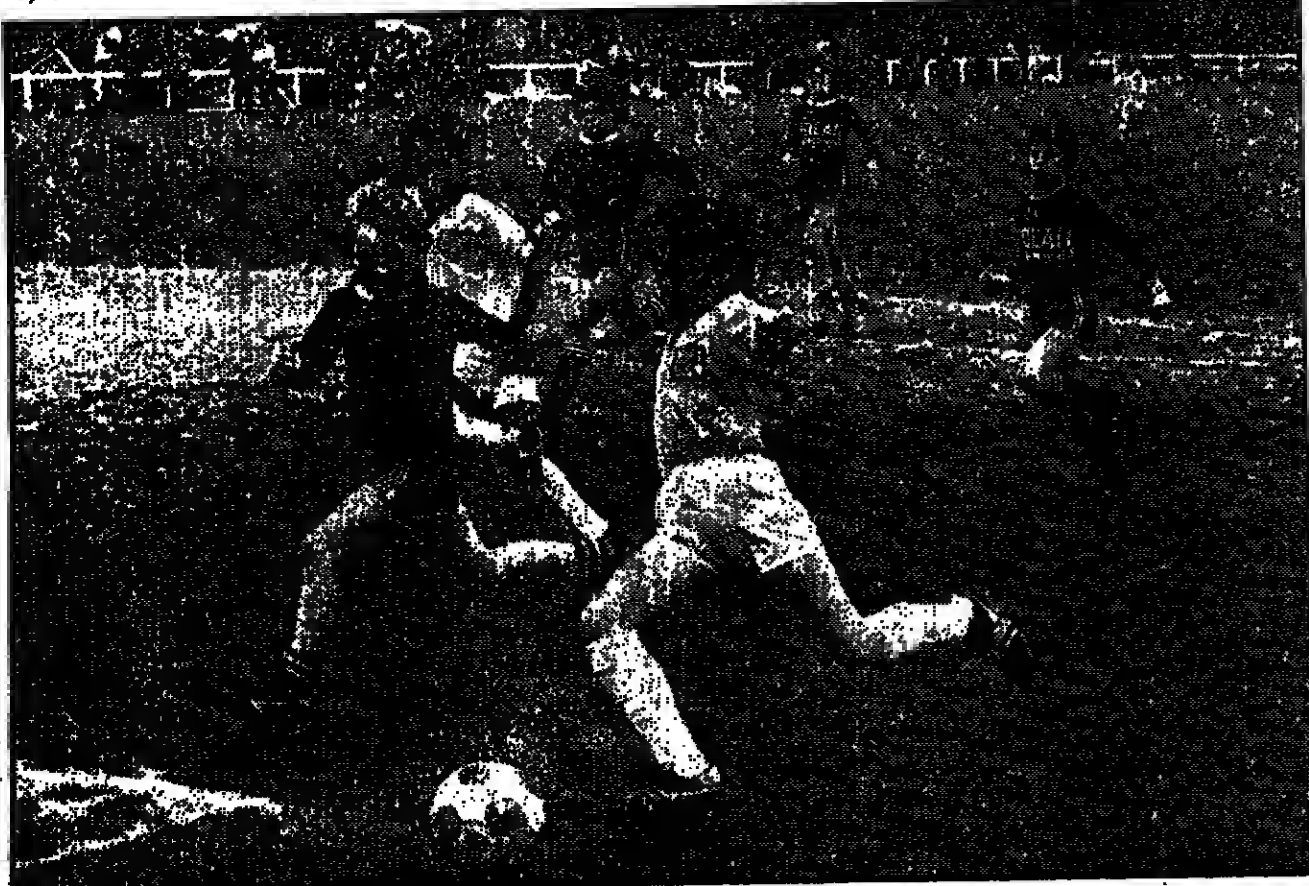
At this point I awoke with a start, rubbed my eyes and looked around. Had I been dreaming? Was there a whole new future for Education?

I saw The TES front page open in front of me, and the headline caught my eye: "Carlisle unveils new cuts round."

I knew reality had come back. The dream was nice, and I often smile as I remember it, whilst colleagues lose their jobs; we are further starved of necessary teaching resources; our salaries are reduced; we are forced to work statutory longer hours; children have to pay for schooling; and cuts, cuts, and yet more cuts, become the only recognisable features of our lives.

هكذا من الأصيل

features



Shared goals

Earlier this year, a group of 50 boys from Panshanger Youth Football Club in Welwyn Garden City spent five days in Brittany, living with and playing against boys from a similar club in St Brieuc. John Walmsley went with them, and took these pictures



Top left: England reach the edge of the French penalty box. Top right: One Panshanger team achieves a runner's up trophy. Above left: Consolation in defeat. Above centre: A friendly game against

Sermmons in stones

Colin Ward on architecture in the environment

Remaking Cities. By Alison Ravetz. From Helm £14.95, 85664 293 2. *Harlow: The Story of a New Town.* By Frederick Gibbard, Ben Hyde Harvey, Len White et al. Publications for Companies £11.90, 904928 12, £5.95, 904928 11 X. *Human Scale.* By Kirkpatrick Sale. Bicker and Warburg £10.00, 436 44090 3. £3.95, 436 44091 1. *Buildings and Society.* Edited by Anthony King. Doubleday and Kagan Paul £25.00, 7100 0616 0.

Well, let us say, the late sixties, in whatever way the class undertook of the local urban environment and its future, there was a kind of consensus: things were going to be better. The project concluded with a visit to the new town, with its models and maps showing the bright prospects for Dandeville. The heavy old terraces and backstreet factories would be replaced by gleaming new blocks of flats, with an urban motorway generating its through traffic. The new civic centre and shopping mall would replace the jumble of disrepair, and the new comprehensive campus, and industrial estate would swim in their separate seas of green on the fringe. The professional and political managers of the environment were doing their best for us. Sometimes we would show our pupils filmstrips of the masterworks of modern architecture to teach them what they ought to like.

The particular consensus has by now totally collapsed. We are neophiles no more. We require that planning and development are politically neutral, with no lost faith in professionals and mistrust the politicians; and we do not even like the reconstruction that has taken place already. We mourn for our familiar landmarks. It would not be too much to grant that pupils do too, but open-mindedly the change of heart about the built environment is that no one assumes any more that they have to be told what to think. We are happy to find appropriate means of investigation for them as they can draw their own conclusions.

Our teachers, looking on the library shelves, finding themselves better about the subject of planning and architecture, might not see that much of the literature there means the old optimistic and deterministic ideologies, and certainly gives no indication of the mood has changed so completely. It is not the least of the reasons why Alison Ravetz's new book is so welcome. A few years ago she was the author of an outstanding study of the Quarry Hill Flats at Leeds, an historical insight into the changing social, political, economic and technical background to one famous building project. Here she brings the same formidable intelligence and analytical skill to a wider topic, the rise and decline of post-war urban planning, as a whole. She makes a brilliant use of a wide range of ideological currents, as usual in texts on planning, making them that are usually ignored.

It is not uncommon for teachers involved in the study of environmental studies to say: "Well, we've done an old city, now let's look at a new town". The 30-odd new towns designated by central government since the Second World War are in fact heavily visited by school parties, and we are told that the new towns, with their faults, as the one great triumph of post-war planning machine, it is desirable that the young should see them for themselves and form their own impressions.

Of course, for anyone born and bred in the old towns, have long ceased to be new and in fact the first generation of such towns designated in the late forties and early fifties, are having their development corporations wound up, and are completed. And, like most core cities, from Rembrandt's Night Watch onwards, they have the urge to commemorate themselves. They get uncommissioned historians, too. The recent book *Stevenage* by Bob Mullen (Routledge) lifted the lid off the development corporation in a way which can hardly have been rallied by

alternative a bland public relations hand-out? The new book on Harlow is an "official" history of the town-building process, which tries very hard to give a "warts-and-all" picture. Though she is not named on the title-page, it was edited by Jana Minton, a well-known environmental journalist, from the written and verbal testimony of six people associated with the development of the town, which she has welded into a continuous narrative. Among them are Len White, who had the job of social development officer for 25 years, and Sir Frederick Gibbard who was the architect-planner right from the start and has lived in the town ever since. He has the advantage that the corporation was his client, rather than his employer.

A book like this is obliged to mention all the big names associated with the place and to include a word of praise for all; but the editor has managed to include accounts of the controversies, failures and disappointments, as well as of the successes. Alison Ravetz remarks that the significance of the new towns is often regarded as "a stupendous feat, an act of faith, a valuable seedbed of planning ideas, or a glorious opening for their lucky citizens", and this, understandably, is the way the Harlow book presents the story. Dr Ravetz goes on to deplore the whitening omelette of Ebenezer Howard's garden city ideal in the new towns as built, and she is right about this too. All the same, when I was involved a few years ago in making a television film about the new towns, we found it hard to discover new town residents whose life-chances had not been improved by the move, and this is certainly more than can be said of the effect of planning on old cities.

Harlow is very far from Utopia, but other forms of urban redevelopment have tended to be still further away. A writer whose recipe for Utopia lies in small-scale decentralized communities is Kirkpatrick Sale, in a bulky American book which applies to every conceivable aspect of life the Schumacher gospel that small is beautiful. Anyone who adheres to the particular stream of social criticism represented by Kropotkin, Schumacher, Paul Goodman, or Lewis Mumford will find useful examples and strange facts in this book. Less committed people are likely to pick holes in it, but will find the same values more scrupulously implicit in the Ravetz book.

Yet another style of sociological approach to the built environment is elegantly presented in *Buildings and Society*. Anthony King and his fellow contributors examine the evolution of a number of building types, for the light they throw on the society they produced them. Three of the essays discuss institutional buildings of the nineteenth century: the Victorian prison, asylum and hospital. Others examine the Hindu temple, the American apartment house, the evolution of the purpose-built pub, restaurant and office building, and the vacation or holiday home. A concluding essay by Anne Rapoport, a pioneer in this field, discusses vernacular architecture and the cultural determinants, and for methodology alone, would be valuable for any teacher with access to a study of particular students through a study of particular local buildings or building types. Like *Remaking Cities* it is a model of scrupulous scholarship.

The only common factor among these four books, of course, is that they are all concerned with social aspects of places. But if I were told to choose one for the school library, or to put my name down for one only in the public library, it would have to be *Remaking Cities*. For the author has the breadth of approach which enables her to relate the experience of Liverpool, or to relate the experience of the Third World cities, Leeds with that of the Third World cities, and to which planning has been exported, and to the common assumptions of communist and capitalist urban society. She discusses the attempts to evolve radical alternatives to urbanism in China, Cuba, and elsewhere, and takes seriously the implications of the "alternative culture". Her concluding chapter, "Coping with Contradictions", precisely the task facing the teacher or student of urban

review



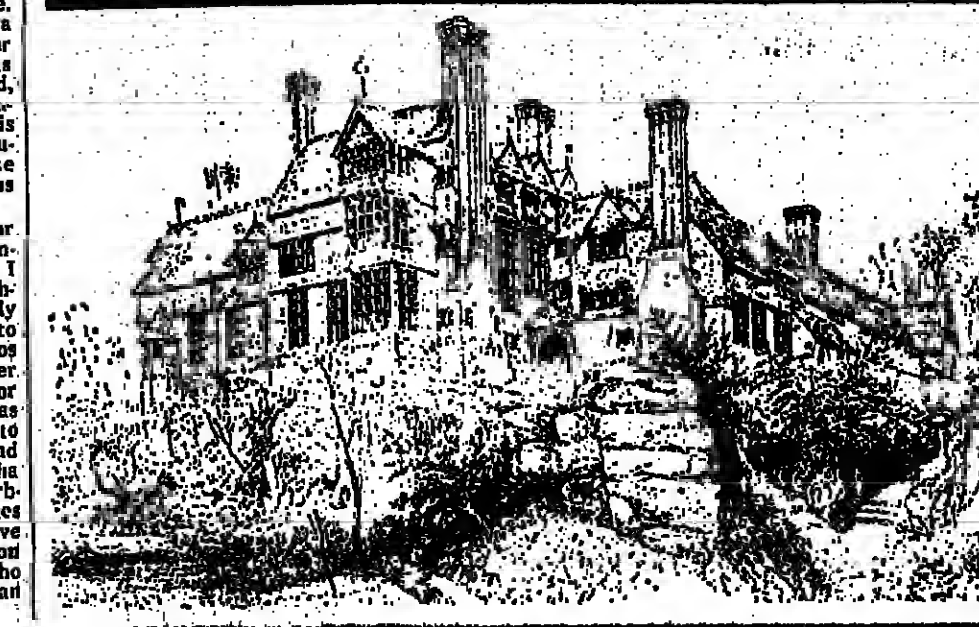
Top: Parker and Unwin interior, 1901

Right: Voysey Tower house, Bedford Park, London, 1891

Below: Great Coxwell Barn, Gloucestershire

Bottom: Shaw's Ley's Wood, Groombridge, Sussex, 1867-1889

Illustrations from Peter Devey's Arts and Crafts Architecture: The Search for Earthly Paradise (Architectural Press £12.95)



resources

What's in a brand name?

Frank Anstis on "Nuffield Combined Science: Themes for the Middle Years"

Nuffield Combined Science: Themes for the Middle Years. General editor, C. D. Bingham. Published for the Nuffield Foundation by Longman Group Ltd, Burnt Mill, Harlow, Essex. £10.95 for each theme.

As a brand name, Nuffield has a lot to recommend it. Even teachers who have never used Nuffield products recognize the name, and probably remember that it has been associated with some highly successful curriculum development projects. Nuffield Science and Nuffield Maths are well known. If not household names, many teachers may assume that Nuffield Combined Science: Themes for the Middle Years will be as useful and innovative as its near relatives.

But a brand name is intended to sell the product rather than to guarantee a guarantee of quality, and many teachers who turn to this pack of materials will be sorely disappointed. What has gone wrong?

The problems begin when you receive a parcel of 120 numbered pieces of thin card. Some time later, when you have sorted them out, you discover you also have six slim pamphlets of teachers' notes, covering six themes. Each theme has four study cards, and each study card directs you to four activity cards.

A moment's thought shows there are 16 activities for each theme

and, as there are two copies of each activity, probably your whole class is nicely catered for.

However, the amount of thinking has yet revealed to me why each A4 piece of card is printed with the same activity twice, one upside-down alongside the other. Only when you place them all lengthwise up the middle, do you achieve your full quota of activity cards. Remember to bring the guillotine to the first lesson!

Now you have mastered the physical details you tackle the intellectual content. The six themes are: Estimating and Measuring, Water, Movement, Out of Doors, Sailing, and Colour, and you might want to ask how these themes were chosen. How were the activities selected? Why are they suitable for middle school children? Which Themes are the most complex, and which should be created in the first years of the middle school? What aspects of a hypothetical middle school science curriculum are not covered by this pack of materials? You will not get any answers to these questions, because there is no guide to the scheme as a whole. Even more disconcerting is the fact that there is no analysis in practical terms of the concepts, skills or attitudes that children might learn from the materials. The guidance given in the teachers' notes is sometimes opaque: "Within the theme, children will experience colour as a means of

recognizing change and identifying substances"; sometimes jocular: "There could be unfortunate results if children drop large masses from upper windows"; sometimes dogmatic: "There are no difficulties in the conceptual level of the work proposed"; sometimes vague: "This card can be used at all conceptual levels"; sometimes badly spelt. It is very rarely explanatory.

This almost complete lack of explanation in the teachers' notes is mirrored in the children's materials. For example, in the Movement theme, children are instructed how to discover that dry material has a steeper angle of rest than wet material, but they are not given any help in understanding or explaining this discovery. (Neither is the teacher.)

There are other difficulties with the activity cards. There is no indication of how long any particular activity might take, which will make planning very difficult; and there are many instructions and suggestions which I find totally baffling. There are very few activities that are in the smallest degree open ended, or that encourage any kind of independent thinking. Many are unnecessarily tightly controlled, for example: "You should now have a good leaf print. If you wish, you can colour your print with paint or crayon."

But the greatest problem is what we now call "match". Many of

the activities seem to me to be eminently suitable for five and six-year-olds; a few seem to be challenging even for 15 and 16-year-olds; and the vast majority of them will already have been carried out at least once by children in their infant, junior or first schools. Teachers are given the hint in trying to make a good match between the abilities of individual children in the class and this motley set of activities, covering a very wide range of conceptual difficulty.

There must be something good to say about this scheme. There are useful lists of references and resource books for each study card; enough the 96 activities there are one or two original suggestions; and there is a joke. The authors feel that the theme Estimating and Measuring might become tedious and overbearing; so the study cards are interspersed with a cartoon strip featuring a scatty-looking scientist, a cat, and a mouse. "It may be amusing and even useful to encourage the invention of names for the scientist and the cat. The mouse's name is Nuffield."

There are also illustrations for the activities, which would be valuable as a starting point for teachers new to middle schools, with no scientific knowledge of their own, who are without access to any of the excellent material already published in this field. But do such teachers really exist?

Minor and major adjustments

by John A. Barker



Fitness for Survival: Survival of the Fittest. Both produced by Margaret Jago. Each set consists of a 30-minute cassette tape, a 30-frame colour filmstrip, and notes. £10 each. Audio Licensing Ltd, Sarda House, 183-185 Queensway, London W2 5SL.

Fitness for Survival begins with a frame showing an astronaut on the moon—making the point that man is not adapted to such surroundings, and must carry with him his own life support systems. The theme of organisms' adaptation to specific environments is developed by reference to each and to the middle-back, and their habitats.

The effect of seasonal change is used to develop the notion of adaptation. The frog, the dog, the migratory bird, the common housefly, the small tortoiseshell butterfly, and the bluebell are the major argu-

ments used to illustrate the variety of adaptations which enable these organisms to survive the annual cycle.

Adaptations for life on a sand dune is another area explored. Marram grass, sand, edge, and sea are used as examples. How the sea purslane survives in a salt marsh is illustrated, as is the adaptation of water crowfoot to an environment where the water level may dramatically rise. Finally the last two frames of a dromedary and of an arctic rabbit respectively show two animals both well adapted to extremes of climate.

Survival of the Fittest begins with a photograph of animals on leaf litter. This leads to the problem of classification, the use of a key, and a natural classification of the litter animals. Some of the adaptations of the Great Spotted Woodpecker to its habitat are explored. The notion of descent for similarity, and the notion of life and the development

of a species are illustrated by a photograph of a peacock. The standard of illustration to both of these sets is very good: there is hardly a photograph which is not very clear. The material is suitable for advanced level work, and the commentary assumes a fair background of biology. A minor error, "anthropod" for "arthropod", was detected in the second unit. Unfortunately the commentary makes dull listening, which is a pity, because the visual standard is high. There could have been many more pertinent questions about the frames.

The supplementary booklet provides brief background notes about each frame. It could be improved with suggestions as to how the material could be used in the classroom. There is also some basic information on the different hand-

Antidote to prejudice

by David Self

Who are YOU staring at?

Cassette tape, 36 poster-photos and six booklets with tape transcript. £11.50 plus £1 postage for each pack. Advisory Service, Community Service Volunteers, 237 Pentonville Road, London N1 9NJ, or Mental Health Film Council, 22 Harley Street, London W1N 2ED.

Before the road accident that left him paralyzed and in a wheelchair, Philip Cleytoo used to cross the road to avoid facing a handicapped person. Now, though limited in what he can do and where he can go, Philip is still a normal person.

Philip is one of six young people with handicaps who have put comments about their lives on tape. They talk about how they see themselves and how other people react to them. This multi-media pack, which is starting to be prepared by the Mental Health Film Council, and Community Service Volunteers with the International Year of the Disabled in mind.

It is intended for 14 to 16-year-olds for use in schools and youth clubs, although it could be useful in the complete secondary age range. The pack would probably be best used in smaller groups or individually rather than in a large class as some of the comments, because of the handicap, are not clear. However, a transcript of each interview (which last from 10 to 14 minutes) is included in the accompanying booklets. There is also some basic information on the different handicaps.

The pack is presented in such a way that young people will be able to identify with the people they are hearing and appreciate some of their problems. Music from "The Who's" "Tommy" album, for example, is recorded through audio filters to give the impression of how music sounds to Debbie Palford, who is deaf.

All six youngsters are very much aware of how able-bodied people must see them, and they show how, with a little bit of thought, how they could be more understanding.

Poster was photographs of each of the six youngsters, which could be used to spark off discussion.

News on view

The Sunday Times and Independent Television News have teamed up to produce a two-hour review of the past year's social issues. Called "The Year 1980", it is hoped that it will be the first of a series of annual reviews covering the year. The review is the work of Ronald Hoare, a former editor of the Sunday Times, and Margaret Thorne, a former editor of the Independent Television News.

The video cassette will be available in VHS and Betamax formats in February at a price of £19.95. It will be available from Selective Markets, Golden Square, London W1.

Puzzles and problems

A new mathematics magazine for secondary schools called "The Solvers" is now available. Edited by David Self, the magazine is published by the British Educational Research Association. It contains a variety of mathematical problems, puzzles, and challenges, designed to stimulate interest in mathematics. The magazine is published twice a year, in January and July. It is available from the British Educational Research Association, 194 Goswell Road, London NW6 5NF, or from the publishers, at a price of £3.50 per copy plus 12p postage.

Medical showcase

Frances Farrer visits the Science Museum



The National Extremities Unit has published a set of teaching materials on the subject of amputation. The materials are designed for use in schools and youth clubs, and are intended to help young people understand the physical and psychological effects of amputation. The materials include a video cassette, a booklet, and a transcript. The video cassette shows a doctor talking to a young person about amputation. The booklet contains information about the physical and psychological effects of amputation, and the transcript provides a written record of the doctor's talk.

Wellcome Museum of the History of Medicine opened the doors of two galleries last week. A department of the Science Museum is based on the extensive collection of Sir Henry Wellcome, FRS, and is intended to offer a comprehensive picture of his subject. The collection is said to be unique.

"Glimpses of Medical History" is the first gallery, containing scenes of medicine in the past. It is a gallery of full ghoulish colour. The story of medicine as told in the past is a product of Western civilization and has a long history. The gallery is divided into two sections: the first section shows the history of medicine as a science, and the second section shows the history of medicine as a profession.

The second gallery will be arranged conventionally, with objects in display cases placed in chronological order. It deals with the art and science of medicine throughout history, with illustrations, works of art, and all kinds of artefacts, including items from the East and even from prehistoric times.

Cancer, multiple sclerosis, spasticity, and mental disorders are among the topics left out. The fact that drugs have side effects is not mentioned. The interest during the past ten years in Eastern medical techniques, such as acupuncture, goes unnoticed, as do unrecognized practices such as osteopathy.

But despite omissions there is a great deal of fascination in these galleries. The model of the Santa Cruz Hospital at Toledo in the sixteenth century shows vast areas between beds, high ventilated ceilings, and a note that the standard of cleanliness there was not achieved in this country even 200 years later. Another exhibit indicates that Victorian home childbirth seemed to involve large crowds of doctors, midwives and female relatives.

Hemophobias had better not visit this exhibition for there is quite a lot of gore. There are writings about the bloodletting (too much blood causes illness), an open heart operation, amputations.

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Workshoppers are available for schools or other interested visitors, and instead of simply offering a quiz or a list of questions they follow separate themes at varying levels of difficulty. "A Visit to the Doctor" and "A Birth in the Family" are two examples. The latter is a more complex theme, dealing with the history of medicine, the science of medicine, and the art of medicine. It includes a quiz, a list of questions, and a transcript.

Further information can be obtained from Stephen Cottle, The Lower Wellcome Gallery, The Science Museum, Exhibition Road, London SW7 2DD.



Dramatic prompts

by David Self

Three "poems" set to music and illustrated by rapidly changing sequences of pictures. They are aimed at the 15-18 age group and are intended as discussion starters for use in RE, and humanities lessons, in assembly, and with youth clubs. The topics include fashion, drugs, and why have them, friendship, and more overtly religious themes.

For once Scripture Union seems to be neither preaching nor talking to the converted. These are genuinely open and provocative programmes about which no Christian need feel embarrassed. Occasionally they veer to the simplistic, the media, for example, being seen only as purveyors of lies. There are also some rather more telling targets like British Rail. There are, however, some excellent ideas. "God lived among us" like a headmaster getting the case. Other nice ideas include the point that the Guevaras are now in fashion, and the Ayatollahs are now in vogue.

The comprehensive booklet contains the script for the upstart programme, and a list of references. It also contains a list of references for the programme, and a list of references for the programme. It is available from the British Educational Research Association, 194 Goswell Road, London NW6 5NF, or from the publishers, at a price of £3.50 per copy plus 12p postage.

Sociologists and the pop scene

Approaches to Popular Music. Cassette, £6.50 plus VAT. Reel, £7.50 plus VAT.

Approaches to Popular Music is one of the titles in the new A-level Sociology series published by Sussex Tapes. It consists of one hour's taped discussion, together with a booklet which contains a summary of the tape, a bibliography, and a list of references.

graph and some projects for students working alone.

Pop music is certainly an ideal topic for students of sociology at all levels, not only because of its motivational value with young people, but also because of its unique reflection of key sociological concepts.

The speakers are Graham Vulliamy and Ed Lea, who are ideally suited to this discussion because of their collaboration in producing various educational books on pop. In fact it comes almost as a surprise to find that the tape has a certain spontaneity about it, and that the speakers do not always agree. At the same time they main-

tain an articulate, unhesitating and interesting dialogue. This is one occasion where a tape, rather than a book, can be a useful stimulus to study.

Whether or not teachers will be able to use the tape is quite another matter. It is concerned with the aesthetics of pop rather than with pop as culture, and much of the discussion centres around what are essentially musical ideas, such as improvisation, notation and timbre. Sociology teachers interested in using this package might therefore approach their music departments with a view to joint purchase.

All six youngsters are very much aware of how able-bodied people must see them, and they show how, with a little bit of thought, how they could be more understanding.

Poster was photographs of each of the six youngsters, which could be used to spark off discussion.

resources

Multiple shapes

by Andrew Rothery

The Rectical Pattern Maker Rectical Sutcliffe Limited, Summer-ville Road, Brailford M17 1PY.

A lot of valuable work in shape and geometry involves drawing regular polygons: hexagons, octagons, etc. Young children tend not to be given such work because of the difficulty they have in drawing the shapes accurately. However, armed with a Rectical Pattern Maker any child who can join two dots with a straight line can manage to draw a polygon.

The Pattern Maker is a circular net, about 18cm in diameter, with 24 holes around the edge. The bottom of the net is a rubber surface designed to stop it slipping. The holes are numbered for reference, and for marking in the appropriate ones the pupil establishes the vertices of the shape. Then the sides can be drawn in using a ruler to join the dots.

In addition to the holes round the edge, there are two further sets of holes punched round circles of smaller diameter. Thus the child can draw small shapes, useful for tessellation work, or bigger ones, more suited to forming patterns inside a polygon.

The net is made of a tough, washable material. Though a plastic transparent device would be more useful in those activities where being able to see what is already drawn would be an advantage, the rubber back is ideal for keeping the device from slipping during the construction of a shape. The Rectical Pattern Maker is well worth considering for use in primary schools and for younger pupils in secondary schools.

Educational sources

An A to Z of sources of information on major educational topics has been published by the Advisory Centre for Education as an aid to those attempting to find their way round the education system. The booklet lists over 300 topics with a brief explanation, major reference sources and contact addresses and telephone numbers. There is a separate index of the organizations included in the text.

Where to Look Things Up was compiled for ACE by Elizabeth Wallis, Registrar of the Society of Indexers and is available from ACE, 18 Victoria Park Square, London E8 9PB, price £2.50 post free.



The People's Dispensary for Sick Animals has published a new educational pack designed to provide teachers with a constructive and entertaining approach to teaching pet-care.

The packs come in three sections dealing with dogs, cats and other small animals. Each contains teachers' notes, plastic model work cards, an animal story, posters, pet-care leaflets as well as information about the PDSEA. The materials can be used for group or class work, say the PDSEA, and sections can be photocopied.

The PDSEA Education pack is available from Educational Packs, People's Dispensary for Sick Animals, PDSEA House, Smith Street, Dorking, Surrey RH4 2LB. Teachers are asked to contribute a donation towards the cost of each set of £2.50.



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Headmaster's Diary

School's almost out, but a dramatic confrontation clouds the day of the staff Christmas party

The day started with the good news from Arnold Bogwin, my deputy, that tonight's staff Christmas party should be quite jolly, the staff having worked out various skits and entertainments. I pressed him for details, but he was curiously unforthcoming. The party is earlier than I'd expected, but the end of term is kept clear for the traditional Candlewick speech day.

First, though, there was a heavy day to get through, and it began with a rather awkward business to sort out involving a drama student from the local college who has done his teaching practice here this term. Arnold had remarked how popular the student was with the pupils, and all seemed well until the mother of a third year pupil—a Mrs Dovercourt—telephoned to complain about "unhealthy goings on" in drama lessons. It turned out that the student began and ended every lesson with "mutual consciousness" sessions to "heighten interpersonal awareness", and this involved blocking out the drama



"I suddenly realized she has taken the lead in the Candlewick Players production of *Rose Marie*."

studio while the pupils "explored space".

I could at once imagine the kind of exploring that was taking place, and I asked Arnold to put a stop to it. But the student declared he could teach drama no other way, and soon after this his college tutor, Miss Twimbley, phoned me to say this was an exciting new approach. Since Mrs Dovercourt had by now complained yet again, I had the brainwave of bringing the two ladies together in my study.

Miss Twimbley arrived first, wearing a long skirt, shoulder-length hair and smoking a kind of black cigarette which made me cough. Mrs Dovercourt I recognized as the fine-looking woman who had run the white elephant stall at the summer fete, and then, as she spoke, I suddenly realized she had taken the lead in the Candlewick Players production of *Rose Marie*, which Rona and I had so much enjoyed last week. It then occurred to me that arranging this confrontation might be a mistake after all. I thought it a good idea to begin by congratulating Mrs Dovercourt on her performance, but at this Miss Twimbley veiled her arm—thus making a loud jangling noise with her bracelets and bangles—and said: "Not Rose Marie? In 1980? Dear God! I remarked that it had been a good show, much appreciated by the reduced-price old age pensioners in the front row, near the toilets. She replied: 'But it just isn't drama. You can't internalise it. What is its personal meaning?' Then Mrs Dovercourt stood up and said, 'Dr Smallcroft—this confirms my worst fears: Instead of putting on real productions with a real stage and real acting, our children are subjected to dangerous subversive nonsense, undermining their self-confidence.'"

At this awkward moment Arnold came in quickly with some cups of coffee and said: "By the way, headmaster, talking of drama—have you remembered that I'm going to produce *HMS Pinafore* next term?" It was a most timely intervention. In a trice we had agreed that young Amanda Dovercourt would play Josephine and Miss Twimbley had stalked off in a huff. It is strange, though, that Arnold had not mentioned his proposal to me before.

Now it was time for our special lunch with the heads of our contributory primary schools. Arnold had suggested that this might help the parental choice scheme to work in our favour, though I could not quite see what he was driving at. But since he offered to make all the arrangements, I was happy to accede to his plan. He had said something about "doing it well", but I was amazed to discover when I walked into the sixth form centre (which had been taken over for the occasion) that the primary heads were puffing away at large cigars, with Arnold and Sybil Fordyce—my other deputy—refilling their glasses with my best sherry.

As Arnold thrust a glass in my hand, I asked him if I should give my talk about the Candlewick School curriculum now, or later. But Arnold said the heads were perhaps in too light-hearted a mood to appreciate such a closely reasoned address. I was about to reply when he handed me a corkscrew, and said: "If you could just open the claret—ah! Here comes Fifi with the chicken provencale." Flohe Bromley-Baskett and her fourth year home economics girls had brought in a vast spread of expensive looking food. Just as well we can run to this, thanks to the summer fete," said Arnold. "Smithson at Boglethorpe Comprehensive only offers tea and cakes. You see—I'll be money well spent. By the time they've polished off the strawberry meringues and the Tia Maria,



"I said to Rona: 'what's the joke?' And she replied: 'It's you who's the joke!'"

Smithson won't get a look in on next year's entry. This lot will be pushing Candlewick all the way. Every glass of the old vino is worth a grade A first choice." It seems a curious way of spreading our educational gospel, but I suppose Arnold knows what he is doing. By the time lunch was over, most of the afternoon had gone and I was feeling a little queasy. But Rona insisted on a quick snack of herring lasagne before we set off for the staff party. When I arrived I found it difficult to recognize anyone, until I realized everyone but us was wearing fancy dress. I felt a little out of place. Sybil Fordyce was quite transformed as a 1920s vamp, while Arnold wore a false moustache and looked every inch a property developer. Cedric Muth, our head of music, had brushed back his few wisps of hair and assumed a bad-tempered expression. Apparently he was meant to be Beethoven. Then there was an "excuse me" dance, and a young man wearing a geberdine raincoat and a placard saying "phantom

Next week: Speech day surprise

As he and Rona circled round the room, it dawned on me that he was none other than the drama student who had caused all the trouble. Cecil Stonejaw—the head of the drama society—came on wearing a suit and glasses, and began to hold forth in a droning way about management and education, while everyone except Rona and I laughed their heads off. I said to Rona, "What's the joke?" and she replied, "It's you who's the joke!" By this time the chicken provencale was beginning to repeat with a vengeance, so I was glad when we set off home. At least Rona enjoyed herself.

Next week: Speech day surprise

Next week

Hardy rules OK: A. S. Byatt conducts an unusual survey of sixth formers' reading habits, and finds that their tastes are surprisingly traditional. Andrew Davies on Christmas television. Books: Lynne Truss on crime fiction. Kevin Crossley-Holland on folklore. Education and the national Year of Disabled Pupils: a photo report by Pete Addison.

Chess

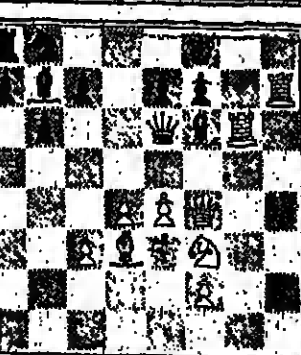
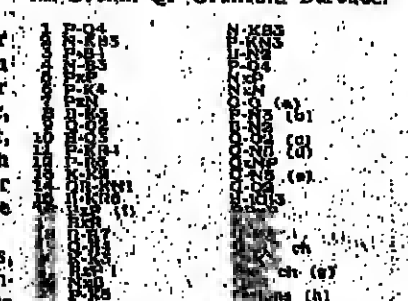
Do not waste Queen moves

There are certain openings for White and defences for Black in which the path to follow, both for White and for Black, is so thematic, that it is so easy, so clearly marked out, that no player of any merit can deviate from it. Equally, if a player does deviate into nonsense then the penalties are all the more great.

Once you understand, for example, the theory and theme of the Grünfeld Defence you have little excuse for gawping from the start, narrow but most convincing thematic line. The rewards for playing thematically are great and the punishment for failing to follow the thematic line is correspondingly greater. Basically, the idea for Black in the Grünfeld is to concentrate the attack on the enemy Black squares, in particular on his Q4. In the following game that was played in the Swedish championship tournament at Luleå in 1980, Black neglects to do this but instead wanders about all over the board,

making erratic and baseless attacks with his Queen. Little wonder that he is so convincingly destroyed in a brief space of time.

White: N. G. Ramnæs. Black: M. Svensson. QP. Grünfeld Defence.



(Position after 21 Rxb1)

Instead 13... P-KB4; then 14 Q-RK1, B-P4, 15 B-B4 ch, R-R1; 16 N-N5 and White wins. (b) Also good is 16 BxR, KxR, 17 Q-R6 ch, K-N1; 18 N-K5, Q-K1; 19 N-NP, when White has a winning attack.

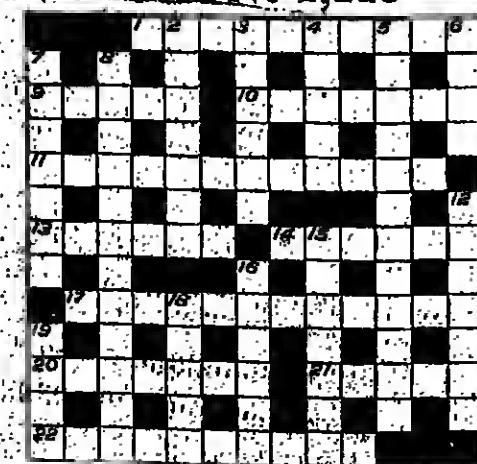
(c) If 21... P-R3 ch, K-R2 (22... K-N2; 23 Q-R6 ch leads to a quick mate); 23 N-N5 ch, K-N2; 24 N-Q4 ch, K-R1; 25 Q-R6 ch, K-N1; 26 P-K5 ch.

(d) The Queen and the game are both lost; Black made no less than nine moves with his Queen in this short game.

(e) The Queen must be attracted from its vulnerable position: 21

Harry Golombek

Crossword No 1,218



Across

1 Intelligence for one whose interests are (5)
2 That kind of (4) barrel is twisted (3)
3 Timber that is never green presumably (7)
4 Wood splinters (7)
5 Paint for playing (5)
6 Figured it out maybe on the (6)
7 Carries people up and down (6, 7)
8 Look! It's sideways (7)
9 Today give one breathing space (5)
10 Flat comes in with less stiffened (10)
11 Mute of the mountain may see Duke (7)

Down

12 Mute of the mountain may see Duke (7)

3 Rona—through built-up area (5)
4 Episcopacy (5)
5 Passing orobolus (2, 10)
6 Scandinavian god of the Dead (4)
7 An avant garde? the wise man (7)
8 Politically he was have no job for his party was a opposition (6, 6)
9 Clothing of the present are (7)
10 On which to sit the knees (7)
11 Does this come with pick and change (6)
12 Score for 100 Prime Minister (5)
13 Scenic section of formula 1 compound (4)
14 Devotion to Puritan (7)

